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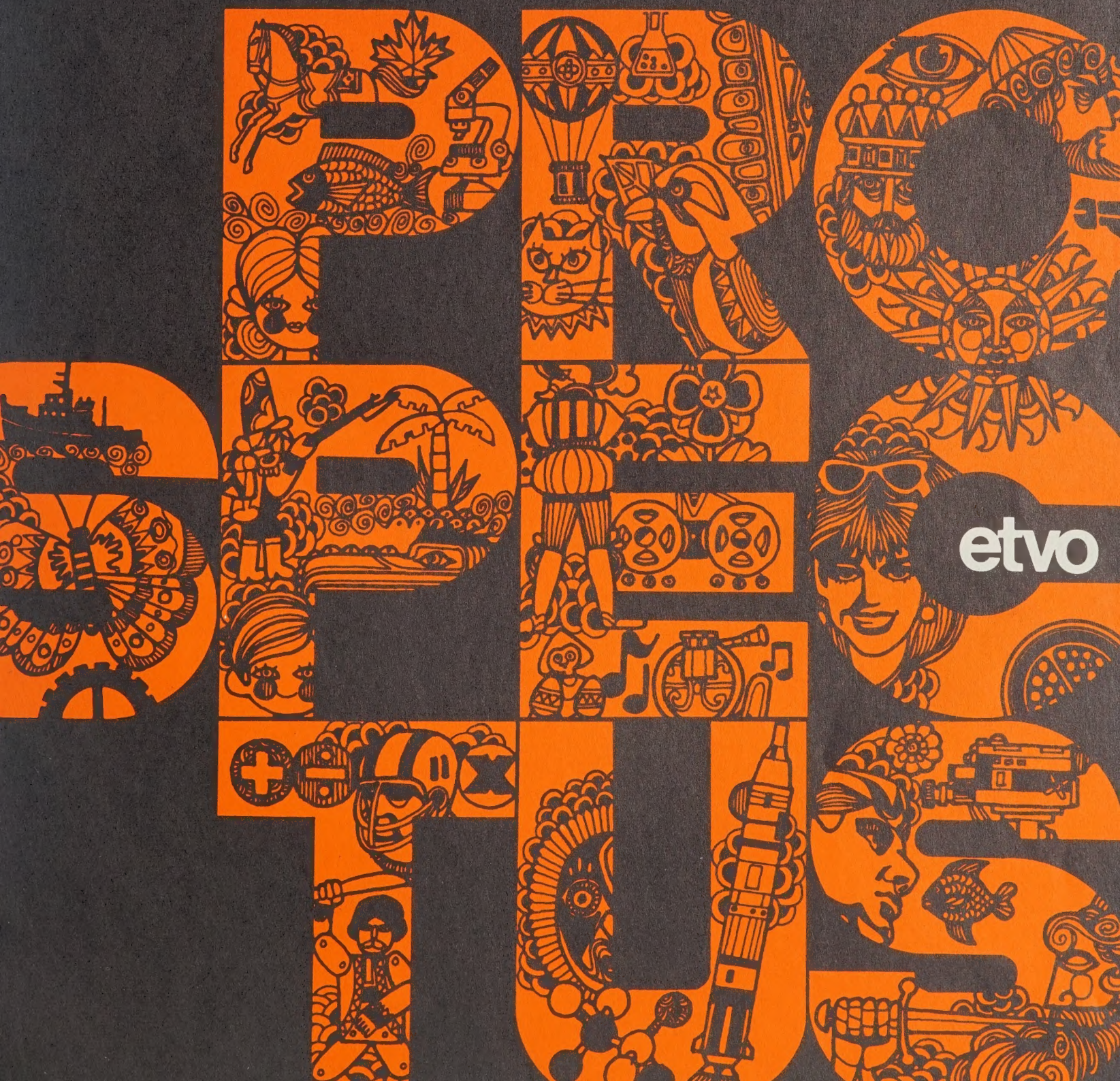
PROSPECTUS



ONTARIO DEPARTMENT OF EDUCATION

etv

EDUCATIONAL TELEVISION BRANCH

1670 Bayview Avenue,
Toronto 352, Ontario

PROSPECTUS 69·70

1969-70 ETVO PROGRAMS

1. Each series listed in the Prospectus is accompanied by a Teacher's Guide which describes the content and aims of each program and lists relevant reference sources, pre-viewing and post-viewing suggestions.

2. Both the series and the Teachers' Guides are divided into six main categories: Primary, Junior, Intermediate, Senior, Professional Development and French. Colour-coding is used to indicate which division each Guide belongs to.

3. Frequently, a series applies to more than one division or one narrow subject area. A cross-index is included at the back of the Prospectus as an indication to teachers of the various divisions and subject areas applicable to each series.

ORDERING TEACHERS' GUIDES

1. A Teachers' Guide will be published for each series listed in the Prospectus.

2. All **Teachers' Guides must be ordered through the school principal,** using the order form enclosed in the principal's copy of the Prospectus.

3. Orders for Teachers' Guides should be returned to the Educational Television Branch by June 30, 1969.

   Note: The 1969-70 Teachers' Guides will be mailed to schools in two major shipments: late August for those Guides accompanying fall programming and December for those accompanying winter programming. Guides which do not accompany these bulk shipments will be mailed out at intervals, as soon as they are published.

ETVO SCHEDULE

1. Programming on the CBC Ontario Network is scheduled to begin in mid-September. The span of months each series will be shown in appears at the end of each series description. These dates are subject to revision.

   Note: These dates do not necessarily represent those for individual stations which do not follow the regular CBC Network schedule.

2. In order to maintain accurate, up-to-date program information, the ETVO Monthly Schedule will be mailed to each teacher beginning with the 1969 September-October Schedule.

3. Each Teachers' Guide will continue to carry the projected schedule for the series as a whole, so that long-term teaching plans may be made.

4. The schedules in the back of each Guide should be checked against the ETVO Monthly Schedules for last minute changes in programming.

ÉMISSIONS TÉLÉVISÉES DE LA TÉVÉO 1969-70

1. Chaque série d'émissions éducatives annoncées dans le Prospectus est accompagnée d'un guide du maître qui précise le contenu de l'émission, l'intention pédagogique, les indices pertinents, et offre des suggestions d'utilisation pour chaque émission.

2. Les émissions télévisées et les guides du maître sont classés sous les rubriques: Primaire, Junior, Intermédiaire, Supérieur, Perfectionnement professionnel et Français. La couleur de la couverture du guide permet d'identifier la famille des cours auxquels les émissions sont destinées.

3. Certaines séries s'adressent à plus d'une famille de cours ou à plus d'une discipline. Dans ces cas, l'on indique en dernière page du Prospectus les renvois qui s'imposent.

RÉQUISITIONNER LES GUIDES DU MAÎTRE

1. Nous publions un document d'accompagnement, le guide du maître, pour chaque série prévue au Prospectus.

2. Faire la réquisition des guides du maître par l'entremise du **directeur de l'école,** sur les bons de commande inclus dans la copie du Prospectus expédiée au directeur de l'école.

3. Placer les commandes avec le Département de la Télévision éducative pour les guides du maître avant le 30 juin, 1969.

   À noter: Les guides du maître pour l'année de diffusion 1969-70 parviendront aux écoles en deux livraisons: **la fin d'août** pour les guides du maître qui accompagnent les émissions diffusées au cours de l'automne et **la fin de décembre** pour les guides du maître qui accompagnent les émissions diffusées au cours de l'hiver.

   Les guides du maître qui ne sont pas inclus dans ces deux livraisons vous seront expédiés dès leur parution.

HORAIRE DE LA TÉVÉO

1. La programmation pour le réseau ontarien de Radio-Canada (CBOFT) débute à la mi-septembre. Les dates de diffusion de la série sont indiquées à la fin du résumé de chaque série. Ces dates sont sujettes à révision.

   À noter: Ces dates ne représentent pas nécessairement les dates d'horaire à l'antenne des postes privés qui ne suivent pas l'horaire du réseau de Radio-Canada.

2. Pour vous fournir des renseignements précis et opportuns, la TÉVÉO continuera la publication de son horaire mensuel de diffusion dont la première livraison comprendra l'horaire pour les mois de septembre et d'octobre.

3. Chaque guide du maître comprendra l'horaire pour toute la série, pour vous permettre une planification éloignée.

4. Les horaires en dernière page du guide doivent être comparés avec l'horaire de l'Horaire mensuel de la TÉVÉO pour connaître en l'occurence les changements de la dernière heure.

TABLE OF CONTENTS

Page No.

1969-70 ETVO PROGRAMS 1
ORDERING TEACHERS' GUIDES 1
ETVO SCHEDULE 1
ÉMISSIONS TÉLÉVISÉES DE LA TÉVÉO 1969-70 . . . 2
RÉQUISITIONNER LES GUIDES DU MAÎTRE 2
HORAIRE DE LA TÉVÉO 2

PRIMARY DIVISION

LANGUAGE–ARTS

P1 Language Adventures – Adventures for Learning . 5
P2 Language Adventures – Me and My World 5
P3 Reading Opportunities (and Junior) 5
P4 Creative Arts – Let's Act It Out 5

SOCIAL SCIENCES

P5 Child Life in Other Lands (and Junior) 6
P6 Child Life in Canada 6
P7 Health – All About You 6

MATHEMATICS–SCIENCE

P8 Science Experiences 6

JUNIOR DIVISION

LANGUAGE–ARTS

J1 Claudette et Toto 7

SOCIAL SCIENCES

J2 People and Places 7
J3 World Out There (and Intermediate) 7
J4 Animals in History 7

MATHEMATICS–SCIENCE

J5 Mathematics Around Us 7
J6 Mathematical Relationships (and Intermediate) . . . 8
J7 Mathematics – Measurement 8
J8 Junior Science – Science, the Motivator (and Inter.) 8
– Relationships in Nature. 9
– Junior Museum (and Intermediate) 9
– Fossils and Dinosaurs 9
– Rockets and Satellites 9
– The Stream Community 9

INTERMEDIATE DIVISION

LANGUAGE–ARTS

Page No.

I 1 Music in Your Life (and Junior) 10
I 2 Arts Now: The Creative Environment 10
I 3 Creative Writing (and Junior) 10
I 4 Literature, Language and the Arts 10
I 5 Home Economics 10
I 6 Physical Education 11

SOCIAL SCIENCES

I 7 Aspects of British History (and Senior) 11
I 8 Pioneer Ontario (and Junior) 11
I 9 Sainte-Marie Among the Hurons (and Junior) . . . 11
I 10 Civics
I 11 Geography – No Community Stands Alone 11
I 12 Geography – Concepts and Regions. 12
I 13 Geography – Description and Prescription (and Senior) 12
I 14a Occupations – Part 1 12
I 14b Occupations – Part 2 12
I 15 Guidance – Insights of Psychology (and Senior) . . 12

MATHEMATICS–SCIENCE

I 16 Data Processing (and Senior) 13
I 17 Environmental Science 13
I 18 Intermediate Mathematics 13
I 19a Adventures in Mathematics – Part 1 13
I 19b Adventures in Mathematics – Part 2 13
I 20 Settings in Geometry. 14

SENIOR DIVISION

LANGUAGE–ARTS

S1 Classics – Latin Authors and Roman Life 15
S2 Moderns – French, German, Spanish, Italian, and Russian 15
S3a Literature, Language and the Arts – Part 1. 15
S3b Literature, Language and the Arts – Part 2. 15
S4 Explorations in Shakespeare 16
S5 The World of Pieter Bruegel. 16

Page No.

SENIOR (Continued)

SOCIAL SCIENCES

S6 Impressions of the Soviet Union (and Intermediate)
S7 The Thirties — Age of the Great Depression (and Intermediate) 16
S8a Guidance — Careers in View — Part 1 (and Intermediate) 16
S8b Guidance — Careers in View — Part 2 (and Intermediate) 17
S9 Sociology — The Family Structure 17
S10 Sociology — The Group and the Individual 17
S11 Geography — Urban Studies 17
S12 Geography — Landforms of Ontario (and Intermediate) 17
S13 The Sir Arthur Currie Libel Trial 17
S14 History — Revolution 18
S15 History — The Four Brothers 18

MATHEMATICS-SCIENCE

S16 Mathematics — Analysis 18
S17 Business as a System (and Intermediate) 18
S18a Science, Technology and Trades — Part 1 (and Intermediate) 18
S18b Science, Technology and Trades — Part 2 (and Intermediate) 18
S19a Biology — Part 1 19
S19b Biology — Part 2 19
S20 Chemistry 19
S21a Geology — Part 1 19
S21b Geology — Part 2 19
S22 Mathematical Concepts (and Inter.) 19

SPECIAL

X1 The National Arts Centre — A House to Build a Dream In (Junior, Intermediate and Senior) . . 20

PROFESSIONAL DEVELOPMENT

PD1 Creative English 21
PD2 Language and Learning 21
PD3 Patterns in Language 21
PD4 Teaching of French in Grades 7 & 8 21
PD5 Teaching of French in Grades 9 & 10 21
PD6 History — Program in Action 21
PD7 Library in Action 22
PD8 Classroom in Action 22
PD9 Change and Challenge 22
PD10 Philosophy in Education 22
PD11 Frontiers 22
PD12 Physical Education 23
PD13 The Classroom Outdoors 23
PD14 Guidance 23
PD15 Juniors at Work 23
PD16 The Early Adolescent at School 23
PD17 Examining the Change Process 23
PD18 A Look at Learning 24
Creative Talent 24
Parallel Programming 24

ÉMISSIONS EN FRANÇAIS
SERIES IN THE FRENCH LANGUAGE

PRIMAIRE ET PRÉ-PRIMAIRE

F1 Le Monde des petits 25
F2 Beaux-arts et musique 25
F3 Mathématiques élémentaires (et junior) 25

JUNIOR

F4 Parler et vivre 25
F5 Enquêtes scientifiques (et intermédiaire) 25

INTERMÉDIAIRE

F6 La Langue et la vie — 1967-68 (et supérieure) 26
F7 La Langue et la vie — 1968-69 (et supérieure) 26
F8 Les Grandes industries 26
F9 Géographie — Le Visage du Canada 26
F10 Le Théâtre français — Feu sur les planches (et supérieure) 27

SUPÉRIEURE

F11 L'Univers moléculaire 27
F12 Littérature — L'Écrivain du coin de l'oeil 27

MAÎTRES

F13 Le Perfectionnement professionnel 1968 28
F14 Le Perfectionnement professionnel 1969 — L'École active 28

ADULTES

F15 Prospectives d'éducation 28

CROSS-INDEX 29

LANGUAGE–ARTS

P1 LANGUAGE ADVENTURES – ADVENTURES FOR LEARNING

Primary Division

6 programs, 15 minutes each

The purpose of this series is to facilitate learning by providing meaningful experiences that are not available in the classroom. For the most part, these experiences are designed to motivate rather than to inform. They will challenge the children to express, organize, and relate their own thoughts and ideas through the integrated communication skills of listening, speaking, reading, writing, and the creative arts.

The three programs in the first part of the series, "Adventures at Sea", present one complete unit of study. The programs deal with various aspects of undersea life: the whale, the shark, the sea horse, the hermit crab, and a mother sea turtle. They also introduce the children to different types of water craft and equipment for undersea exploration. Two characters, Mr. Sense and Mr. Nonsense, give the programs direction and humour. These programs will be shown on consecutive days, wherever possible.

Three different units are explored in the second part of the series: Africa, space and music. In "Adventures in Africa", we observe some of the animal life in Africa. Some of the earlier space explorations are examined in "Adventures in Space". The final program, "Adventures in Music" shows children the correlation between music and the world and music and expressive movement. They learn that music can be created in many simple but beautiful ways. These programs will be scheduled farther apart, to give the children ample time to complete the activities initiated by these programs.

Repeat – 1968-69 series
September – October

P2 LANGUAGE ADVENTURES – ME AND MY WORLD

Primary Division

6 programs, 15 minutes each

This series explores the environment of the young child. The programs are designed to motivate children to use their senses, feelings, and imaginations to make learning about their world more meaningful.

The programs are devoted to different aspects of the child's everyday world: the world that is seen; the world that can be heard and touched; and the world that is filled with many moving parts. Two programs examine the inner emotional feelings and fantasies of a small child as he interacts within his world.

The programs should encourage the child to think, to compare, to judge, and to evaluate his sensory impressions. This will enable him to express his thoughts orally, creatively in art or in written form. It is also hoped that the programs will give more meaning to reading.

March – April; weekly

P3 READING OPPORTUNITIES

Primary and Junior Divisions

13 programs, 10 minutes each
12 programs, 10 minutes each

This series is designed for those children who have difficulty in reading or require special motivation. Because these children may constitute a relatively small number in the class or may be found in selected reading groups, arrangements should be made to allow viewing by such groups rather than by an entire class.

The programs are designed to encourage the children to read books for enjoyment. Therefore, several programs will present exciting episodes from books, including: *Harold and the Purple Crayon* by Crockett Johnson, *The Three Pirates* by Sheila McCullagh, *Curious George* by H.A. Rey, *The Silver Chief and Sergeant Jim* (Winston Reader), and *Quiet On Account of Dinosaur* by June Thayer. The following myths and legends are also used in the series: "Orpheus and Eurydice", "My Mother Is the Most Beautiful Woman In the World" (Ukrainian) and "The Wave" (Japanese). Programs featuring the airport, a television studio and municipal police work will be shown. Other programs will feature the work of the R.C.M.P., the Dinosaur Gallery at the Royal Ontario Museum and a selection of myths and legends. The use of suspense in specially written stories will stimulate the children's imaginations.

The programs are intended as a stimulus to an integrated language experience program. Since the success of the series will depend on the follow-up activities carried out by the teacher, the telecasts will be spaced to allow sufficient time for this purpose.

Repeat – 1968-69 series, with new programs
September – May; thrice weekly

P4 CREATIVE ARTS – LET'S ACT IT OUT

Primary Division

6 programs, 20 minutes each

This series explores creative drama, as an art form, which involves the imaginative and intuitive expression of thoughts, ideas, and stories developed within the group situation.

The programs will show children creating an improvised drama. They assume the identity of other characters, creating their own expressive movements, words, and music. The children also design simple costumes and basic scenery. We are shown, in a functional sense, that creative drama relates to all of the arts.

During the programs, comparisons are made between the simple dramatics of the child and the work of the professional actor, musician, and artist, whose more exacting work must please a paying audience.

It is hoped that the series will encourage children to discuss and plan their activities and to interact socially as they create dramatic roles within the classroom.

February – March; weekly

SOCIAL SCIENCES

P5 CHILD LIFE IN OTHER LANDS

Primary and Junior Divisions

12 programs, 20 minutes each

This series is designed to give Ontario children an objective view of cultures and environments in other countries. It is recommended for children in Grades 3 and 4, but pupils in Grade 5 would find the programs of interest.

The ten programs telecast in the 1968-69 Child Life series will be repeated. The lands represented in this series are Holland, Poland, West Indies, France, Italy, England, Japan, Spain, and Yugoslavia. These countries were selected because they are the homelands of a significant number of Ontario residents. Also, one program in the series, a montage, relates some elements of child life in other lands to child life in Ontario. Two new programs, filmed on location in Germany and Mexico, will be added to this series.

The programs examine the lives of children in other lands: their routines, their family relationships and the traditions of their people. For the most part, the case study approach is taken. The camera observes and records, while the children are encouraged to draw conclusions, make comparisons and point out differences. The purpose of the series is to stimulate further study, discussion, and research.

The teacher may wish to use the programs on Barcelona, Brittany and Trinidad from the "People and Places" series in conjunction with this series.

Repeat — 1968-69 series, with new programs
September — March; every two weeks

P6 CHILD LIFE IN CANADA

Primary Division

8 programs, 15 minutes each

This series is recommended for primary grades, kindergarten to Grade 4. The series will give children an opportunity to learn about the different styles of life which exist in Canada. The programs investigate child life in four different cultures: English, French, Eskimo and Indian. Two programs are devoted to each culture.

The viewer will have many opportunities to compare and contrast various aspects of life within one culture, as well as the similarities and differences between cultures.

January — February

P7 HEALTH — ALL ABOUT YOU

Primary Division

20 programs, 15 minutes each

This series explores the different functions of the human body, under the direction of a television teacher. In the series, the human body is compared to a functioning machine. The different structures and operations of the body are examined: the bones, cells, skin, teeth, muscles, the heart, digestion and diet, respiration, the senses, and the emotions. Various health concepts are reviewed: the importance of vigorous exercise to a healthy body; the relationship of good food to energy, growth, and good health; the need for dental care; the skin as a living organ, etc. "Mr. Bones", a skeleton, "Muggsy and Buggsy", two puppets, and Joshua, a chimp, help the children to understand and enjoy the lessons.

Several techniques are used in the programs: direct questioning by the television teacher; probing for answers through experiments and demonstrations; and other visual aids (film cartoons, diagrams, and models). Specific topics relate new concepts and information to the actual experiences of the children at the primary level.

Repeat — 1968-69 series
September — June; every 2 weeks

MATHEMATICS—SCIENCE

P8 SCIENCE EXPERIENCES — ERNIE'S PLACE

Primary Division

14 programs, 15 minutes each

The general purpose of this series is to help the young child (five to eight years of age) gain an intuitive understanding of the *laws of balance,* the *principles of the lifting lever* and the *phenomenon of shadow.* It provides a framework within which the child can explore his environment by observing, predicting, experimenting and validating. The programs can contribute to the experiences of the child by presenting meaningful material not available in his immediate environment; for example, film illustrating balance in industry, professional sport and the performing arts; film on the works of Alexander Calder; graphics illustrating the story of Bucephalus, Alexander the Great's famous horse; and a series of graphics illustrating Alice E. Goudy's story, "The Day We Saw the Sun Come Up".

The programs are designed to motivate rather than to inform. They should help to build concepts reflecting relationships in the physical world. They can give more meaning to reading, oral and written language, mathematical concepts and the creative forms of art and movement.

September — December; weekly

LANGUAGE–ARTS

J1 FRENCH – CLAUDETTE ET TOTO

Junior Division

20 programs, 10 minutes each

Although this series is designed for junior grades, the programs will also be of interest to primary school children.

The purpose of the programs is not to teach the French language *per se,* but rather to provide pleasurable experiences in listening to French. The programs can supplement classroom work by providing further opportunities to listen to the spoken language, its intonation, rhythm, and pronunciation.

The series features Toto "le tigre extraordinaire" in humorous vignettes with Mrs. Claudette Latour Robinson. Some program titles are: *L'anniversaire de Toto, Faisons du ski, La leçon d'Anglais, Toto à Go-Go, La planète Mars, Toto et les animaux, La leçon de boxe, La visite d'un vendeur.*

In the series, the spoken word will be illustrated constantly by action or by visual materials in order to promote comprehension. No attempt is made to teach language units or phrases; vocabulary is, for the most part, of a simple, everyday nature.

Repeat – 1968-69 series, with new programs
September – February; every two weeks

SOCIAL SCIENCES

J2 PEOPLE AND PLACES

Junior Division

12 programs, 20 minutes each

This series is designed to reflect the increased emphasis on regional studies anticipated in the updated outline of social studies at the Junior level. Therefore, the series focuses on the local community as it has developed in a particular setting. Elements of the historical and geographical settings act as a basis for examining the life of the people. The viewer follows the activities of the people and the sights and sounds of the environment.

Attention is focused on the fishing people of Brittany, the Treaty Indians of Saskatchewan, the natives of Barcelona, the coal miners of Nova Scotia, the Maritimers of Halifax, the farmers of Iceland and the workers of Trinidad and Tobago.

Sequences show specific families from these regions, influenced by their environment (the sea, the farm, the reserve, the city, the community and the village) and responding to it. All of these people must overcome the cultural, economic and social problems that confront them.

The teacher may wish to couple these programs with the "Child Life in Other Lands" series. In particular, the programs related to Barcelona, Brittany and Trinidad may prove useful.

Repeat – 1968-69 series, with revisions
September – December; weekly

J3 WORLD OUT THERE

Junior and Intermediate Divisions

5 programs, 20 minutes each

This series is based on the philosophy that the more a child understands about his environment, the more he can exert some control over it. How then does one go about understanding the environment?

This series proceeds on the assumption that, by selecting specific topics from the environment and by looking closely at each, a meaningful experience will result. Such an experience is intended not only to provide knowledge of specific environmental areas via information contained in the programs, but to encourage the development of organizing concepts and tools of enquiry that may be useful for research into other areas of interest. The program "Ski Racer", for example, provides knowledge of what our various mountains look like while, at the same time, it develops the organizing concept of utilization of the environment. "Airways" provides information on how airplanes are controlled or guided on the air highways and also develops the organizing concept of the interrelationship of man and technology. At present it is proposed that three other programs look at the highway, the television program, and the new law.

December – February; every two weeks

J4 SOCIAL STUDIES – ANIMALS IN HISTORY

Junior Division

3 programs, 20 minutes each

Animals appeal to most of us; they bring out our admiration, our sympathy, and our sense of wonder at creatures that exist on their own, apart from man. Yet, at every turn in history, man has "made over" animals to serve his narrow purposes. This series of three programs attempts to examine the relationship between man and animal at several points in our history. The expectation is that the focus upon the animal will also tell us something about man: his purposes, his social organization, and his nature. Animals which are given prominent consideration in the programs include the buffalo, the beaver, the horse, and the dog.

January; weekly

MATHEMATICS–SCIENCE

J5 MATHEMATICS AROUND US

Junior Division

6 programs, 20 minutes each

These programs are intended as an aid to help teachers make students aware of mathematical structures and concepts as they are found in everyday activities and in their environment. In order to provide a better understanding of the concepts, models and animation are used as much as possible.

The ideas of bilateral and radial symmetry, and asymmetry, are introduced, using examples which appear in nature and in man-made structures.

A further two programs deal with graphs. From a simple one-to-one relationship, through scaling, the function of bar graphs is shown to be one way of depicting and comparing data. The use of line graphs, including the projection of trends from these, is developed in the second of these programs.

Mathematics in everyday activities provides the theme for the final two broadcasts. The first of these draws attention to the variety of mathematics found at a service station—both in its operation and in its physical surroundings. In the final program, the diversity of mathematical notions found in a supermarket is brought out during a shopping trip.

Repeat – 1968-69 series, with revisions
April – May; weekly

J6 MATHEMATICAL RELATIONSHIPS

Junior and Intermediate Divisions

6 programs, 15 minutes each

The programs in this series are intended to provide a deeper understanding or insight into mathematics for enjoyment. Children will be motivated to move WITHIN the field of mathematics to discover the great fascination of numbers.

In the first program, the concept of ratio is presented and is reflected in most of the programs in this series.

The second program deals with number patterns. Tricks with numbers, magic squares, and basic mechanics introduce many of the unusual characteristics of numbers and number relationships. The emphasis is on probing below the surface of these relationships.

The exploration of the next two topics, statistics and probability, will fascinate children and motivate them to develop the ideas presented. Children will also tend to diverge from an investigation by attempting to discover the reasons behind a statistic or probability. Why is a certain brand of breakfast cereal more popular than others? Why does a particular person constantly win games where only chance, not skill, is involved?

The next program deals with aspects of time. The measurement of time is shown with such devices as mechanical clocks, as well as some of the methods used by nature. Relevant questions are raised. How important is time? How will it be measured in the future?

The last program illustrates large number concepts visually. How many of us really understand large numbers? How far is a light year? How much is one billion? Children will have an opportunity to involve themselves in this program.

January – February; weekly

J7 MATHEMATICS – MEASUREMENT

Junior Division

12 programs, 20 minutes each

The purpose of this series is to explore a basic sequence of skills which underlie all aspects of measurement. The use of standard units of measurement is developed, beginning with linear measurement and moving to the measurement of surface, volume, capacity, weight, angles and temperature. A final program points out the need for precision in measurement.

A historical approach is used to show the evolution of our present system of measurement as well as the evolution of the metric system. Also shown are modern practical applications in the everyday world and the classroom. A host conducts experiments, poses questions, gives concrete illustrations and explains principles.

Repeat – 1968-69 series
September – December; weekly

J8 JUNIOR SCIENCE

Note: The following series will be included in one guide, entitled "Junior Science".

J8 SCIENCE, THE MOTIVATOR

Junior and Intermediate Divisions

7 programs, 20 minutes each
2 programs, 20 minutes each (Professional Development parallel programs)

The teaching of science is constantly undergoing change. Currently, the emphasis is on an individual or working approach to science learning.

In this series the emphasis is on motivating children to investigate some common phenomena usually taken for granted or overlooked completely. In addition, the programs are designed to present problems and situations, rather than facts. Conclusions are left to the viewer to discover for himself. Each program deals with the application in nature of each of the topics, together with some of the methods employed by children to learn more about plant growth, animal behaviour, preservation and spoilage of food, natural and man-made flight, properties of water, aspects of buoyancy, and understanding the nature of ice. Pupil investigations, centred around a classroom environment, indicate the scope and depth to which these and other topics may be taken by children. The apparatus used in the series is very simple and can be collected by children in their own environment.

The viewer is shown, directly and by inference, the influence of some of the problems considered on early pioneer living and the discovery and exploration of the North American continent. Would we be living in Ontario now if the air around us supported no forms of flight, if all things sank when placed in water, or if food resisted all methods of preservation? The important role of mathematics in solving scientific investigations is considered as well.

Two Professional Development programs will parallel the programs on "Life in the Classroom – Plants" and "Preservation and Spoilage of Food". The first program deals with the introduction of a topic, the selection of interest areas within the topic, and the organization required by teacher and pupils before the actual investigations begin. The second program outlines the role of the teacher in teaching science through an individual approach. These two programs provide information for teachers wishing to involve their class in the individual approach used throughout the series.

September – December; weekly

J8 RELATIONSHIPS IN NATURE

Junior Division

10 programs, 15 minutes each

In keeping with the philosophy currently being expressed in teacher workshops and summer sessions, this series is based on the discovery approach to learning whereby science is considered as a way of working. Programs are designed to interest viewers in discovering for themselves, rather than to present a "package" of information or ideas.

This series examines two different locales in Ontario ("fencerow" communities) and the experience of two boys who explore the countryside. The two communities are very different — a semi-urban area in Southern Ontario and a rural area further north — and they can provide a starting point for independent student investigations.

The first program is directed at teachers with the purpose of assisting them in using the series. The following programs, aimed at the pupils, focus on animals, plants, rocks, minerals, soil and water. These programs would be useful for a study of Ontario geography.

Repeat — 1968-69 series
September — November; weekly

J8 JUNIOR MUSEUM

Junior and Intermediate Divisions

3 programs, 20 minutes each

The Centennial Centre of Science and Technology provides the setting for these three programs. Science concepts are presented visually as various exhibits in the Centre are demonstrated, and the programs contain very few explanations. The children in the classroom are exposed to a wide range of experiences, some of which are very basic and easily grasped, while others may be understood only after discussion with peers and the teacher.

The first program deals with visual perception and demonstrates how involuntary self-deception can take place.

The second program illustrates the production of sound by presenting primitive and futuristic instruments for creating music. Electronic as well as mechanical instruments are illustrated. The second part of this program illustrates how, by listening carefully, we can hear much more than expected.

The third program presents a visual approach to many types of energy. Children will gain a deeper understanding of the principles behind energy production and will see examples of the different kinds of energy encountered every day.

The Teachers' Guide contains relevant information and lists activities which may be conducted before and after viewing the programs. Experiments and demonstrations used provide working models that can be recreated in the classroom.

Repeat — 1968-69 series
November; weekly

J8 FOSSILS AND DINOSAURS

Junior Division

2 programs, 20 minutes each

The purpose of these programs is to stimulate an awareness of the continuing evolutionary process of life. The material for the programs, not readily available to the classroom teacher, has been provided by the Curators of Geology and Vertebrate Paleontology at the Royal Ontario Museum. These programs are planned to arouse interest in fossils and dinosaurs as records of early stages in life, and to show how the development of living things progressed from water to land and air, and is still continuing. Film clips, maps, wall exhibits, specimens and models are used by the Curators to illustrate their points.

Repeat — 1968-69 series
November

J8 ROCKETS AND SATELLITES

Junior Division

2 programs, 20 minutes each

The principles on which rockets and satellites operate are introduced very simply in these programs. Film footage showing the launching of a Black Brant sounding rocket at Resolute Bay and an interview with a scientist involved in this launching are used to arouse interest in rockets. The introduction to the programs on satellites refers to the Canadian satellite, the "Alouette". In both programs, the explanations of the principles involved are basic, and are developed through simple illustrations and diagrams. The programs are designed to lead to classroom discussion and activity, which in turn would lead to a fuller understanding of the science involved in the use of these two space vehicles.

Repeat — 1968-69 series
November

J8 THE STREAM COMMUNITY

Junior Division

6 programs, 20 minutes each

The investigation by a class of students of the environment of a stream provides the theme for this series. In developing this theme, the programs provide useful ideas for teachers wishing to set up a program of stream studies for the first time, as well as for classes experienced in this type of activity. Programs do not attempt to give detailed information; rather they indicate to students the range of pursuits that a study of a stream community might include, thus arousing their interest in a similar project.

The viewer follows one class as it divides into groups to investigate different aspects of the stream. Each program includes considerable film footage showing the group at the stream, conducting experiments and recording their findings. In addition, the programs show that observations made on the field trip must be followed up by classroom activity. Topics dealt with include characteristics of stream flow, structure of the stream bed, plant life in and around the stream, aquatic animal life and larger animal life. Several programs introduce the use of mathematics.

Repeat — 1968-69 series
May — June; weekly

LANGUAGE–ARTS

I 1 MUSIC IN YOUR LIFE

Intermediate and Junior Divisions

6 programs, 25 minutes each

To make students more aware of music and the part it plays in their lives, this series focuses on the elements of different musical experiences. Sensitivity to sounds (whether musical or merely noise) and discrimination of them are developed through presentations, designed to involve the student directly.

From the simplest sounds of nature to the complex, developed forms of musical composition, the elements of rhythm, melody, tone colour, and style are presented, through dancing and student vocal and instrumental performances. Suggestions for follow-up activities in the classroom are presented.

We share musical involvement with all peoples, although particular musical elements may vary from culture to culture. The student realizes, as the series ends, that music is, above all, a common language.

Repeat – 1968-69 series, with revisions
September – November; weekly

I 2 ARTS NOW: THE CREATIVE ENVIRONMENT

Intermediate Division

4 programs, 20 minutes each

This series introduces students to some of the people who experiment and innovate in the field of creative arts today. The programs will show that the work of the modern artist not only influences the environment in which we live, but also draws its inspiration from that environment. The series can broaden the students' concept of an artist: he is a person who works in all media. It is hoped that this series will motivate students to experiment, either alone or in groups, with the ideas and media shown. In this way, they may discover new uses for different materials and ideas. At the present time, we are negotiating with artists in various fields, whose work will illustrate influences from and in the environment.

January – February; weekly

I 3 CREATIVE WRITING

Intermediate and Junior Divisions

20 programs, 20 minutes each

The 1968-69 series, "Creative Writing", will be repeated this year. Designed to stimulate good writing by demonstrating a practical approach, the first part of this series shows how a writer draws on his observations, memories and imagination to combine and create the settings, characters and situations that stimulate creative thought. A sharpened observation, an awareness of senses and emotions, and an established point of view are all part of the writer's tools.

In the second part of the series, one program is devoted to each of the specific kinds of writing, such as the writing of reports, poetry, fiction, drama and writing for the film or television media. The host for the series is Toronto artist John Gould, and throughout the series he draws analogies between the role of the artist and the role of the writer. The programs make extensive use of original film sequences, stock film, still photos, and novel excerpts. Sequences follow two young writers.

A new group of programs, called "WRITE! RIGHT?", designed to complement the above series, will run parallel to these Creative Writing programs. Each of the new programs will elaborate on one concept from each of the programs in the original series. Appropriate open-ended story situations will be left for the students to complete.

Repeat – 1968-69 series, with new programs
September – February; weekly

I 4 LITERATURE, LANGUAGE AND THE ARTS

Intermediate Division

10 programs, 25 minutes each

These programs will primarily interest students of English, although they are related to other disciplines as well. A variety of writers, genres, works, and problems are covered in the programs, including the following: three Canadian writers – Leonard Cohen, Raymond Souster, and Farley Mowat – are examined; the views of Professor S. I. Hayakawa on the meaning of language are presented; a mystery is probed; the question, "Did Shakespeare really write Shakespeare?", is examined; and the problems of essay writing and student rebellion are confronted simultaneously in a film essay. Two visits are made to the world of Stephen Leacock, and two programs explore the science fiction world of Isaac Asimov.

Repeat – 1968-69 series
September – November; weekly

I 5 HOME ECONOMICS–CHANGING FAMILY LIFE

Intermediate Division

5 programs, 20 minutes each

The phenomenon of change has become an accepted factor in our daily lives. It affects every aspect of human activity, from the daily routine of the individual to the mass culture of the society in which he lives. The resulting problems and their solutions are crucial to the development of today's teenager.

This series of programs examines the complex environment created by many forces: changes in technology, emotional, psychological and social behaviour, personal and cultural values, and the family as a meaningful unit in society. Emphasis is placed on the role of the teenager.

The first program compares and contrasts today's family with that of a generation ago, to help the teenager to gain an understanding of the attitudes and values of his parents.

Another program deals with understanding the significance of values in human life: how and where these values are derived and how each individual is responsible for the development of his own value system.

The institution of marriage is also examined with respect to the relationship of 'success' to communication and role expectation. Individual differences are major factors in the family life cycle. Recognition of these differences and compensation for them are important factors in achieving a successful marriage.

The series investigates several other topics: the socialization process by which an individual develops his own capacities within the family structure; the nature of reciprocating responsibilities between the individual and the family unit; and the involvement of outside agencies, such as the church, school and community.

January — February; weekly

I 6 PHYSICAL EDUCATION

Intermediate Division

5 programs, 20 minutes each

This series will show students that a physical education program can create a learning environment which provides the opportunity for physical, intellectual, social and emotional growth and development. The programs will examine the following areas: physical recreation now and in the years to come; sports skills; fitness levels; principles of efficient movement; and attitudes and behaviour that enable personal happiness and mental health.

There are three parallel programs, in the professional development area, related to this series. It is recommended that teachers view the Professional Development series ("Physical Education") for a more complete understanding of the total physical education program at this level.

April — May; weekly

SOCIAL SCIENCES

I 7 ASPECTS OF BRITISH HISTORY

Intermediate and Senior Divisions

9 programs, 20 minutes each

The 1968-69 series, "Aspects of Medieval History", has been expanded to provide a wide range of focal points, extending from the 11th century to the 18th century. This new series will include the following topics: the Norman Conquest, King John, the Crusades, the medieval town, medieval technology, the New Monarchy, Sir Walter Raleigh, Charles I and Oliver Cromwell, and the England of Swift and Dr. Johnson.

Several programs will attempt to portray both the personality of a historical figure and the situations he experienced. Thus, in the programs on Swift and Johnson, the conversations with these two strong personalities will focus upon the 18th century. The two men will provide a glimpse into the England of the time. Music, architecture, fashions, and politics will also be examined.

September — March

I 8 PIONEER ONTARIO

Intermediate and Junior Divisions

3 programs, 20 minutes each

This series will explore different aspects of life in Ontario since the seventeenth century and will compare these with life today. It is anticipated that the programs will trace the change from the independence and solitude experienced by the early pioneers to the way of life associated with the growth of villages, interdependence, specialization, and the division of labour.

It is hoped that the series will evoke some challenging discussions on "The Good Old Days". Have man's social gains matched his technological gains since pioneer times?

October — November; weekly

I 9 SAINTE-MARIE AMONG THE HURONS

Intermediate and Junior Divisions

1 program, 30 minutes

This program attempts to recreate the history of 17th century New France, with specific reference to the French outpost near Georgian Bay. The story of Sainte-Marie Among The Hurons (between 1639 and 1649) is realistically portrayed. The program also examines the customs, dress, speech, recreation and practical skills of the French and the Indians.

This program can serve a two-fold purpose: it can supply information about the early relationships of Europeans and the native population, and it can motivate students to further investigate the topic.

The teacher may wish to relate this program to the series of three programs on pioneer and present-day Ontario, to be broadcast during the fall.

Repeat — 1968-69 program
October

I 10 CIVICS

Intermediate Division

6 programs, 20 minutes each

Students often experience difficulty in relating the subject matter of a civics course to the rest of their experience. Therefore, this series presents case studies and other particulars as a starting point or concrete basis for more general speculation on the part of the students.

Although details of all programs are not complete at this time, plans call for the inclusion of six topics. Three of the programs would deal with the individual and his potential for participation in the democratic process. These could include: the individual and the political party; a case study of a community activist; and various techniques for initiating action. In addition, typical community problems and the function of a municipal government will be explored. Other programs would deal with an election and with the individual in his relationship with the law.

October — November; weekly

I 11 GEOGRAPHY — NO COMMUNITY STANDS ALONE

Intermediate Division

5 programs, 20 minutes each

This series examines particular aspects of economic interdependence. For the most part, the series focuses on a number of Ontario communities whose character is greatly influenced by one or more natural resources.

A thirteen year old boy, Steve, is taken on a number of compressed field trips to various Ontario communities by an "invisible friend". The programs deal with the people, the industries, and the transportation of the communities. We learn about many things related to Steve's daily life: how the steel for his bicycle is made, how fresh fruits and vegetables are marketed, and how charcoal, electricity and wood products are produced. Finally, the different modes of transportation used to link communities and provinces together are explored.

The teacher can use each program in two ways: to examine the growing interdependence of communities based upon increasing specialization or to introduce the study of a particular industry in the province in terms of geology, topography or climate.

Repeat — 1968-69 series
November — December; weekly

I 12 GEOGRAPHY — CONCEPTS AND REGIONS

Intermediate Division

8 programs, 20 minutes each

This series will present both information and problems to the viewer. By investigating the environment of a particular place, a geographical principle will be illustrated in each program. The teacher can relate the principle outlined in the program, and the problems which are raised, to a particular region studied in Grades 9 and 10. Some of the topics to be examined are: water deficient areas; water surplus areas; Mediterranean climate; water pollution.

January — April; every two weeks

I 13 GEOGRAPHY — DESCRIPTION AND PRESCRIPTION

Intermediate and Senior Divisions

3 programs, 20 minutes each

An alternative title for this series could be, "The Role of the Geographer In Society". These three programs are designed to show how the geographer makes use of a variety of tools, as he tackles some of the problems created by our rapidly changing world. An attempt will be made to show the geographer as an individual who integrates the findings of a variety of specialists. Therefore, the student should gain some insight into the geographer's work situation and the methods he uses to draw conclusions. Thus equipped, the student may be able to employ similar methods and to reach comparable or alternative conclusions.

February — March; every two weeks

I 14a I 14b OCCUPATIONS — Parts 1 and 2

Intermediate Division

Part 1 — 6 programs, 25 minutes each

Part 2 — 6 programs, 20 minutes each

This series describes the special skills and attitudes necessary for jobs in service areas. These can be developed in young people who, through differences in interest or aptitude, do not enter academic, commercial or technical courses. The Occupations programs for 1969-70 comprise two groups of six programs each. The original series (1968-69) of six telecasts, related to Automotive Services, Retail Merchandising and Food Services, will be repeated. A new group of six programs, devoted to Baking, Child Care, Hospital Services, Woods Guiding (Fishing), Woods Guiding (Hunting) and Horticulture, has been added. In complementary pairs of programs (Automotive Services, Food Services, and Retail Merchandising), students in Occupations Courses describe their activities at school and on the job. The first program on food services shows the skills required to prepare food in a restaurant; the second program focuses on serving food to the customer. The two programs on automotive servicing outline the skills, technical knowledge, attitudes, and grooming necessary for good pump island and lubrication bay servicemen. Receiving merchandise, adding the goods to existing stock and placing these items on the shelves of a large department store are problems examined in one program on retail merchandising. Another program outlines the qualities of a good sales clerk and different selling techniques.

The program on baking will show a boy in school and in a specialty bakery shop. Parallels are drawn between his work in school and in industry: the same principles apply to both, and sometimes the only difference is in the size of equipment and the quantity of material used. The child care program will be candidly shot in a school where students, learning about child care, work with young children brought in to create a nursery school atmosphere. A visit is also made to a licensed nursery school, to show how a student can pursue a useful career as an assistant to a nursery school teacher. The program dealing with hospital services will be filmed at the Island Lodge in Ottawa. Here, a boy is shown working as an orderly assistant and helping older people to lead a full life. The complementary programs on woods guiding and hunting will be filmed in colour in the fishing and hunting country north of the Great Lakes. The programs will show the skills involved in assisting hunters and fishermen to enjoy their sport: cooking, preparing shelters, ensuring the safety of clients, instructing them in the use of equipment, etc.

These programs are experimental and, in some ways, unique in format. Humorous vignettes are used to emphasize important points. These episodes are exaggerated to prevent confusion with the *actual* scenes depicted. While the telecasts are intended primarily for students in the Occupations Courses, they could be viewed by students in the Intermediate Division Opportunity Classes as well. *The parents of students in all of these courses should be invited to view the broadcasts.*

Repeat — 1968-69 series, with new programs
Part 1 — November — December; weekly
Part 2 — January — February; weekly

I 15 GUIDANCE — INSIGHTS OF PSYCHOLOGY

Intermediate and Senior Divisions

5 programs, 20 minutes each

The advice of psychologists has been sought in creating this series. It examines emotions and behavior patterns that should prove of special relevance to young people. At the time of writing, the expectation is that each program will include a sequence in which people react to a particular environment. The viewer will have an opportunity to become "involved": to

formulate his own conclusions about the significance of the behaviour shown and to compare his conclusions or inferences with those of the program's commentator.

Some of the objectives of these programs are: the identification or labelling of behaviour patterns; increased ability to understand the feelings of others and of oneself; and the opportunity to relate particular response patterns to behaviour observed on a larger scale in present-day society.

The series should prove helpful to teachers in group guidance work and in the health education field.

October – November; weekly

MATHEMATICS–SCIENCE

I 16 DATA PROCESSING

Intermediate and Senior Divisions

10 programs, 20 minutes each

This series is designed to reinforce the classroom teaching of the Data Processing course. While planned primarily for the Grade 10 level (closely following Curriculum RP-33), the series will be of interest and benefit to any grade studying data processing for the first time. Throughout the series, emphasis has been placed on: man's need to process data (information); the development of newer and faster methods as the need arises; and the evolution of modern data processing systems, based upon the contributions of the past. The programs deal with the following topics: the information explosion, input to output; manual data processing; business machines; unit records; the anatomy of a computer; communicating with a computer; putting a computer to work; and the cybernetic age. The programs focus on the history of data processing, present practices, and future needs and prospects in this field.

This series presents those parts of the course which lend themselves to visual presentations and are difficult for the teacher to present. The series adds another dimension to the student's understanding of data processing by presenting television visits to actual business establishments.

Programs 7, 8 and 9 are being revised on the basis of teacher evaluations of the programs.

Repeat – 1968-69 series, with revisions
September – November; weekly

I 17 ENVIRONMENTAL SCIENCE

Intermediate Division

10 programs, 20 minutes each

Man is becoming increasingly concerned with his environment, as he attempts to manipulate factors in it to meet his various needs. Thus, it is important that man become aware of the effects that his modifications have made on the environment as a whole.

This series shows the way man uses the resources in the environment to meet his physical and cultural needs. It illustrates his application of technical and scientific knowledge in order to increase his control of the environment, and it indicates the problems which have resulted. The series covers a wide range of topics, with examples drawn from agriculture, forestry and other areas of applied biology. While the series is intended for Grade 9 classes, other grades (particularly where environmental science is studied) will have a better understanding and appreciation of the environment after viewing the series. Students of General Science and Geography will also find the programs of value.

Repeat – 1968-69 series
September – November; every two weeks

I 18 INTERMEDIATE MATHEMATICS

Intermediate Division

8 programs, 20 minutes each

This series deals with particular topics in the four-year, Grade 9 and 10 courses of study, as outlined in Curricula I.12.C and I.12.D. However, in some cases, the topics could be applied to other grades and courses.

The programs are intended to complement classroom instruction and to present experiences which are difficult to duplicate in the classroom. Since it is not possible, in the time available, to deal with every topic in these curricula, the inclusion of a particular topic in the series is not meant to indicate that it is more important than topics not chosen.

The topics presented for Grade 9 classes include:

- square roots of whole numbers by Newton's method
- problems based on similar triangles
- graphs.

The programs related to Grade 10 deal with:

- the slide rule
- purchasing personal property, automobile ownership
- trigonometry, right-triangle problems
- direct variation
- inverse variation.

The program dealing with the purchase of a car is suitable for students in the Business and Commerce course. Science students would be interested in the content of the programs on graphs, direct variation and inverse variation.

Repeat – 1968-69 series
November – May

I 19a I 19b ADVENTURES IN MATHEMATICS – Parts 1 and 2

Intermediate Division

11 programs, 10 minutes each

The main purpose of this series is to introduce students to a wide variety of general interest topics found in the area of mathematics. Many of these subjects are not formally taught in the classroom. The programs briefly develop the topics and attempt to stimulate the students' interest to further investigate these areas. Some programs deal with history and single concepts in mathematics; others investigate applications and problems of the topics chosen. The series includes such topics as: the history of numerals, shapes of numbers, development of the calendar and the use of counting devices. Although the

programs are planned for Intermediate Division students, those in both the Junior and Senior Divisions will find some of the topics interesting, depending on their background.

Repeat — 1968-69 series, with new programs
September — June

120 SETTINGS IN GEOMETRY

Intermediate Division

7 programs, 20 minutes each

One of the objectives of this series is to relate mathematics (geometry) to other subject areas, such as science or art, using mathematical models and animation wherever possible. The general purpose of the series is to stimulate an interest in these mathematical concepts and to generate further study of them.

In some programs, an attempt is made to include and present practical applications of the mathematical topics as they are related to industrial and scientific situations. Four programs deal specifically with geometry and its occurrence in art, motion, nature, and science. Another group of three programs deals with the mathematical topics of relations, symmetry, and congruence. These programs are intended to complement classroom instruction.

Since an interdisciplinary approach is used, science students might be interested in the geometry programs related to motion, nature and science. Similarly, art students would find some value in the geometry program dealing with art and symmetry.

Although listed specifically for Grades 7, 8, 9, and 10, these programs could be used at other grade levels, depending on the background and interests of the class.

Repeat — 1968-69 series
September — December; every two weeks

LANGUAGE–ARTS

S1 CLASSICS – LATIN AUTHORS AND ROMAN LIFE

Intermediate and Senior Divisions

5 programs, 25 minutes each
4 programs, 30 minutes each

This series is divided into two parts: five programs dealing with five major Latin Authors – Caesar, Catullus, Cicero, Horace and Vergil, and four programs dealing with aspects of Roman life. The programs on Latin Authors aim to stimulate further in-depth study by encouraging student discussion on the issues arising from these programs and the contemporary relevance of each author. Four of the programs are repeated from the 1968-69 series. The program on Caesar is a new one.

The political leader's relationship to a changing society is viewed through the programs on Cicero and Caesar, while the controversy on Aeneas' stature as a hero forms the central theme of the program on Vergil. Appreciation of a specific poem by Horace will provide the basis for a discussion between Father Owen Lee of St. Michael's College and some high school students. The emotion of poetry and its contemporary appeal will be considered in the program on Catullus.

A different format is used for each of the five Authors programs, including an informal discussion, the techniques of the modern television news broadcast and the interview, as well as dramatizations of various scenes.

The four programs on Roman life are designed for students in first and second year Latin courses. They take a look at various aspects of Roman life and culture, including the Roman house, slavery, the Latin language and its influence. These programs are designed to enlarge students' awareness of the language, institutions and daily life of the Romans, to provide immediacy of details about Roman life, and to broaden the students' knowledge of the society whose language they are studying.

Detailed notes, giving specific selections used in the programs, will be provided in the Teachers' Guide to enable teachers to relate the programs to their courses.

Repeat – 1968-69 series, with new programs
Latin Authors – September; weekly
Roman Life – March – April; weekly

S2 MODERNS – FRENCH AUTHORS GERMAN, SPANISH, ITALIAN AND RUSSIAN

Senior Division

10 programs, 30 minutes each
1 program, 90 minutes

This series includes two parts: four programs on French Authors repeated from the 1968-69 broadcasts, and seven new programs on German, Spanish, Italian and Russian. The French Authors programs are designed to support the study of some of the Authors materials selected for use by senior students.

A scenario has been fashioned from *La Parure* by Guy de Maupassant and the short story has been filmed as a regular television drama. Entirely new scenes have been created at the beginning for the sake of a playable dramatic whole, but the last half of the film follows very closely the original text of the story.

Graphics are used to illustrate the background and action of "Le Puits de Dunrea", Chapter 9 of *Rue Deschambault* by Gabrielle Roy, during the reading of the original text. Some excisions have been made due to time limitations.

The third program offers a live performance of *La Quintaine,* a modern, French-Canadian one-act play by Jacqueline Martin. The text of the play can be purchased prior to the telecast date from:

M. R. LeMay,
Le Coin du Livre,
256 King Edward Street,
Ottawa, Ontario.
Telephone: 613–235-7866

Moliere's *Le Bourgeois Gentilhomme* was filmed at the Comédie Française with only small excisions made from the original play. This ninety minute presentation is repeated as a result of a great many requests.

The remaining programs include two programs each for students of German, Italian and Spanish, and one for students of Russian. Four programs make visual presentations of authors' works and three illustrate elements of the culture of countries in which the languages are used. For example, an original production filmed in Germany illustrates some elements of the life of secondary school students in Cologne, including their participation in the famous pre-Lenten "Karneval".

Repeat – 1968-69 series, with new programs
French Authors – September – October
Others – January – February

S3a S3b LITERATURE, LANGUAGE AND THE ARTS – Parts 1 and 2

Senior Division

16 programs, 25 minutes each
6 programs, 30 minutes each

Although many of these programs are interdisciplinary in nature, they are aimed primarily at students of English. The programs cover a wide range of writers, genres and works.

Two programs deal with the Theatre of the Absurd with reference to the plays of Samuel Beckett and Eugene Ionesco. Another takes a look at censorship, while two more introduce French Canadian literature. One program approaches literary patterns through myth, archetypes and symbols. Six new programs will examine various aspects of literature, drama, poetry and film.

Further programs which are of interest to both Intermediate and Senior Divisions include the following: a look at three contemporary Canadian writers – Leonard Cohen, Raymond Souster, and Farley Mowat; two visits to the world of Stephen Leacock; two trips to the science fiction world of Isaac Asimov; Professor S.I. Hayakawa's views on the meaning of language; a mystery; an examination of the question, "Did Shakespeare really write Shakespeare?"; and a film essay which

simultaneously confronts the problems of essay writing and student rebellion.

Repeat — 1968-69 series, with new programs
Part 1 — September — December; weekly
Part 2 — February — March; weekly

S4 EXPLORATIONS IN SHAKESPEARE

Senior Division

12 programs, 25 minutes each

The problems that pre-occupied Renaissance thought — politics, war, rebellion, love, hate, the nature of man and society — are still the enduring problems of the twentieth century. This series makes use of Shakespeare's characters and his vision to explore these same issues. Like Ben Jonson, John Dryden, Samuel Johnson, Coleridge and others, it assumes that Shakespeare speaks through his own tradition and times to all ages.

This series also makes use of the distinguished acting of a repertory company assembled from the Stratford (Ontario) Shakespeare Festival. Teachers may choose to study plays in isolation, but it is strongly recommended that they be approached in the context of the thematic units listed below. Classes which can view all twelve programs will be rewarded with a microcosmic view of the macrocosm that is the Shakespearean vision.

Shakespeare on Statemanship:

Richard II
Henry IV, Parts 1 & 2
Coriolanus
Troilus and Cressida

Shakespeare on the Labours of Love:

Antony and Cleopatra
As You Like It
Romeo and Juliet
Othello

Shakespeare and The Little World of Man:

Hamlet
Macbeth
King Lear
The Tempest

Repeat — 1968-69 series
November — February; weekly

S5 THE WORLD OF PIETER BRUEGEL

Senior Division

1 program, 30 minutes (approx.)

The program provides a confrontation with some of Bruegel's paintings and engravings, and with the sometimes wondering, sometimes astounded comments of students and others who have been brought face-to-face with Bruegel's work. The predominant themes explored during the program include: environment as a vital force, peasant life, human frailty, military and political force in human affairs, and religion and the inner life of man. The purpose of the program is motivational — to lead some students to discover more about the man, his works of art, and the times in which he lived, and others to pursue, with special reference to our own times, Bruegel's insights into the human condition.

Students concerned with the history of the Renaissance and Reformation will find the program of special relevance. Art teachers will find the program useful in developing units in the Department's new Intermediate Course. Those interested in screen study may find the program useful in illustrating the techniques of animating graphic material. The Teachers' Guide provides examples of 16th century sonnets, poems, ballads, and suggests composers and writers that can be studied in conjunction with Bruegel.

Repeat — 1968-69 program
October

SOCIAL SCIENCES

S6 GEOGRAPHY — IMPRESSIONS OF THE SOVIET UNION

Intermediate and Senior Divisions

4 programs, 20 minutes each

The programs are based upon a wide-ranging tour of the Soviet Union undertaken during the summer of 1967 by an Englishwoman who owns a small film company and who is more interested in the people than in the landscape. Accordingly, the programs are not, in any sense, definitive, and it is anticipated that students and teachers will wish to raise questions about the coverage of Soviet life as presented in these films.

The subject matter of the programs focuses on the variety of cultural and ethnic groups in the U.S.S.R., the status of young people, a contrasting study of Dushanbe and Yakutsk, and a glimpse of the development of resources in Siberia. Interviews are held with teachers, students and factory workers, and glimpses are given of the rural and urban landscape.

Repeat — 1968-69 series
January; twice weekly

S7 THE THIRTIES — AGE OF THE GREAT DEPRESSION

Intermediate and Senior Divisions

3 programs, 30 minutes each
1 program, 60 minutes

Focusing largely upon events in the decade from 1930 to 1940 in Canada and the United States, this series should prove relevant to the needs of History students in Grades 10 and 13. The approach taken is intended to recapture some of the personal and subjective impact of events, circumstances and people related to the Depression era. Particular emphasis is given to a survey of the culture of the times, and accordingly, the programs should also be of interest to students of English and Art.

In one program, James Gray, a reporter with the Winnipeg Free Press, gives an eye-witness account of the Thirties in the Canadian West. Another program examines, through the arts, the way people lived during this period: their struggles and accomplishments, ideas and ideals. "The Grapes of Wrath", a film based on John Steinbeck's story of a migrating dust bowl family, is the subject of a third program. Another program

probes the economic causes of the Depression and the political "shapes" that emerged.

The Teachers' Guide provides abundant information on relevant sources and media which will enable students to examine, in some depth, aspects of the period which have aroused their interest.

Repeat — 1968-69 series
January — February; twice weekly

S8a S8b GUIDANCE—CAREERS IN VIEW—Parts 1 and 2

Intermediate and Senior Divisions

12 programs, 20 minutes each

Each program examines a career that requires several years of formal education beyond high school graduation. For the most part, the focus is upon the actual work and the conditions of work involved in the career itself. There is also an examination of the course of study at the college which the student attends preparatory to entering employment.

Each program follows the career of a particular person (a graduate of a college of applied arts and technology) to reveal the nature and conditions of the work, as well as the ways that a career influences private life and demands particular personal qualities. Six programs from the 1968-69 series examine six careers: those of recreation leader, fluid power technician, automotive technician, secretarial science, plastics technician, and marine officer. At present, six other careers are being prepared in the style of the above. This series should prove of value to students in both the four-year and five-year programs of study in all grades in high school.

Repeat — 1968-69 series, with new programs
Part 1 — November — December; weekly
Part 2 — February — April; weekly

S9 SOCIOLOGY — THE FAMILY STRUCTURE: RESPONSES TO PRESSURE

Senior Division

4 programs, 25 minutes each

This series is designed for students of the "Man in Society" course. The approach used, (mainly that of the case study in documentary style), affords concrete illustrations of sociological concepts. The open-ended case studies allow viewers to investigate for themselves the sociological issues raised.

Four basic studies have been explored: a crisis situation between an adolescent and his parents, an elderly widow with married children and no social functions; a husband-wife relationship, subject to psychological and social pressures; and a married career woman who seeks individual identity.

Repeat — part of 1968-69 series
September — October; weekly

S10 SOCIOLOGY — THE GROUP AND THE INDIVIDUAL

Senior Division

3 programs, 20 minutes each

This series explores the dynamics of group thinking, the lack of communication among groups, and the ability of the individual to relate meaningfully to others, in spite of group boundaries. Through case studies and interviews, the programs provide some enlightenment on the following issues:

What constitutes a "group"?
What holds a group together?
What kind of thinking is governed by "membership" in a group?
Groups and security.

The last program in this series will be a broadcast of *The Last Bus,* first prize winner of the Japan Festival for Educational Television.

The series should prove of interest to teachers of Sociology and Health Education courses.

February; weekly

S11 GEOGRAPHY — URBAN STUDIES

Senior Division

8 programs, 20 minutes each

This series is designed to help the student develop a productive approach to the study of cities, related problems, and various implications for society, nature, and the individual. The geographical techniques explored may be applied to other relevant local situations.

It is anticipated that the format for most of the programs will be a case study. Supporting data can be found in the Teachers' Guide to enable students to become actively involved in the process of analysis and of rational conjecture.

March — April; weekly

S12 GEOGRAPHY — LANDFORMS OF ONTARIO

Intermediate and Senior Divisions

9 programs, 15 minutes each

This series focuses on Ontario landscape with an examination of the processes that have helped to shape the landforms that surround us. It also looks at how the physical environment has influenced the manner in which we live, work, and play. The first three programs trace the physical evolution of Ontario. The next four programs probe specific landforms and examine their formation, characteristics and usefulness to man. Finally, two integrated regional studies are presented on the Lakehead region and the Ottawa Valley. These two programs explore the inter-relationship of man and his environment.

Repeat — 1968-69 series
November — January; weekly

S13 HISTORY—THE SIR ARTHUR CURRIE LIBEL TRIAL

Senior Division

1 program, 30 minutes

In 1927 an editorial appeared in the *Port Hope Guide,* a small weekly newspaper, which bitterly attacked Sir Arthur Currie, the former Commander of the Canadian Armed Forces during World War I. The editorial accused Currie of needlessly mounting the offensive on Mons during the last few days of the war

when it was apparent that an armistice was imminent. Currie was further accused of ordering the attack for reasons of personal glory and, in so doing, uselessly sacrificing many Canadian lives.

Sir Arthur Currie sued the publisher of the newspaper for libel, and a sensational trial resulted. This trial is examined, as well as its implications as they relate to World War I, the conduct of the military, Canadian nationalism, and the process of historical inquiry.

October

S14 HISTORY – REVOLUTION

Senior Division

4 programs, 30 minutes each

Designed for the Grade 12 course primarily, these programs examine such aspects of revolution as the revolutionary personality, causation, ideals, misconceptions, effects and so on.

The programs will deal with numerous major revolutions such as the French, Russian and Chinese. Students of world history should find this series particularly provocative.

December; twice weekly

S15 HISTORY – THE FOUR BROTHERS

Senior Division

1 program, 30 minutes

This program, designed specifically for those studying Grade 11 Classical History, involves a comparison of the surface similarities between the lives of the Roman Gracchi brothers and the American Kennedy brothers, by means of graphics and actual "newsreel" footage. Teachers will find it useful in motivating an interest in the process of comparing different eras which are remote in time. The program can also invoke a sense of the process of historical thinking.

December

MATHEMATICS–SCIENCE

S16 MATHEMATICS – ANALYSIS

Senior Division

9 programs, 25 minutes each
2 programs, 20 minutes each

The first five programs deal with the second degree relations in the plane as outlined in Curriculum S.12.C. Unit 3. Three of these programs deal with the properties of the conics. The fourth program illustrates and describes examples of the occurrence of conic sections in practical situations. A fifth program has been added this year to deal with the topic of tangents. Four other programs deal with trigonometry as outlined in Unit 4. Topics discussed in these programs include properties of trigonometric functions, amplitude, period and phase shift, and the maximum of $a \sin \theta + b \cos \theta$. The remaining two programs are new in the series and deal with transformations as outlined in Unit 5.

This series does not cover all the material outlined in the units indicated above. The programs have been developed to complement and aid the work of the teacher and to incorporate mathematical models and animation to illustrate topics. Where possible, simple practical situations applicable to the subject are described and related to the corresponding mathematical properties. Historical references are also made to the contributions of various individuals to the study of the conic sections and trigonometry. In some cases, the programs may be used as a review of the mathematical topic, while others may serve as an introduction to the subject.

Repeat – 1968-69 series, with new programs
October – January; weekly

S17 BUSINESS AND COMMERCE – BUSINESS AS A SYSTEM

Intermediate and Senior Divisions

10 programs, 20 minutes each

The purpose of this series is to show students the relationships between the various units of a large business. The first two programs deal with communication and the languages required for efficient communication within a business. Emphasis is given to communication between man and man, man and machine and machine and machine. The programs also point out that systems develop in any kind of efficient organization and that an understanding and appreciation of how the systems work results in a more efficient operation. These two programs are being revised on the basis of evaluations received from teachers.

Other programs outline the activities of the various units, such as sales, billing, purchasing, shipping and warehousing, promotion and public relations, management planning and the personnel function. Each is placed in its appropriate relationship to the larger system called "The Business".

The final program summarizes and re-emphasizes the importance of adequate communication in business and the individual's contribution to the smooth operation of any endeavour.

Repeat – 1968-69 series, with revisions
September – November; weekly

S18a S18b SCIENCE, TECHNOLOGY AND TRADES – Parts 1 and 2

Intermediate and Senior Divisions

32 programs, 20 minutes each

For the most part, these programs are appropriate for Grade 11 students, although pupils in Grades 10 and 12 will also benefit from viewing these broadcasts.

The 1969-70 programs are grouped in two parts: ten new 20-minute programs (which will be shown during the winter term) and twenty-two programs which will be repeated from the 1968-69 series.

The new series, "ELECTRONICS: FUNDAMENTAL CONCEPTS", is planned for the use of all Science, Technology and Trades students, particularly for those not majoring in electronics. These programs will also prove useful for all students of physics. They will deal with the following topics: sources

of electrical energy, the conducting path, loads, capacitance, industance, rectification, amplification, transducers, feedback, and switching and gating. Each fundamental concept will be explained with horizontal reinforcement by means of industrial examples. A documentary approach will be used.

Repeat programs have been selected from prior series. They will include programs from the mechanical technology, construction technology, automotive technology, the industrial chemistry and industrial physics series. These programs have been filmed on location at various laboratories, mills and factories. They do not attempt to follow a conventional lesson topic, but are intended to complement classroom work by showing practical applications and techniques.

The series is designed for the Senior and upper Intermediate Divisions. Various programs will have value for science classes, particularly physics. Some programs would also prove useful for geography and guidance classes in Grade 9 or higher.

Repeat — 1968-69 series, with new programs
September — June; weekly

S19a S19b BIOLOGY — Parts 1 and 2

Senior Division

23 programs, 30 minutes each

Although of prime interest to Grade 13 Biology students, some of these programs will provide valuable viewing for students of Grades 11 and 12 Biology, Grade 10 Science and Agriculture.

This series was planned to supplement major topics contained in Curriculum S.17.B. Since the curriculum represents a survey of broad fields of activity, it was not possible to cover the entire curriculum in the course of the series. Some topics have been chosen because they illustrate biological principles of fundamental importance, some because of their suitability to film and the television medium, and others to complement the work of teachers in introducing new topics.

Experiences difficult to duplicate in the classroom are brought to the student's attention: interviews with prominent scientists present a picture of contemporary biology and demonstrations of different methods and equipment clarify principles.

The topics dealt with include the following: cells, respiration, the DNA molecule, digestive system, muscles and movement, nerves and nerve impulses, insulin, water movement of plants, flower reproduction, sexual reproduction, genes, and evolution. Two programs look at the field of biology in general and its relationship to man and the world around him. New programs focus on the areas of photosynthesis, communities and succession, food chains and energy flow, and growth of population.

Repeat — 1968-69 series, with new programs
September — March; weekly

S20 CHEMISTRY

Senior Division

10 programs, 20 minutes each

Although this series is directed towards the Grades 11 and 12 chemistry student, it could and should have application for all science students from Grades 10 to 13. Several of the programs are suitable for use in the field of guidance.

Basically, the series show the application of many of the fundamental concepts and laws of chemistry as they are used in industry. In this way, the programs give meaning to many of the experiments which are carried on in the classroom and give a relevant purpose to the study of chemistry. In addition, the visits made through film to a number of industries will give students some insight into the dependence of our economy on chemistry.

The programs are all separate units and deal with various phases of chemistry and industry from carbon dioxide production to alkylation, from the baking industry to the petroleum and allied industries.

The programs will deal with the following areas: water hardness, water pollution, air pollution, gasoline, nylon, pulp and paper, leavening agents, photography, sulphuric acid and vaccine production.

November — February; every two weeks

S21a S21b GEOLOGY — Parts 1 and 2

Senior Division

10 programs, 20 minutes each

Man is still developing theories as to the age, origin, structure and development of the Earth as new evidence or new technology comes along. This series is intended to show the Grades 11 and 12 geology students some of the theories and the various methods used by the geologist in developing these theories. Some of the programs may be found useful in the areas of chemistry and geography. Students in Grades 10 and 13 will find many of the programs helpful.

Various laboratory techniques are presented, such as a synthesis of conditions which theoretically happened early in the Earth's history, as well as microscopic examination and the measurement of atomic breakdown to determine age. Combined with these laboratory approaches will also be field studies of various rock outcroppings, macro and micro fossils and methods of collecting them, and the use of seismograms in determining the internal structure of the globe.

September — April; every three weeks

S22 MATHEMATICAL CONCEPTS

Senior and Intermediate Divisions

2 programs, 20 minutes each

This series deals with linear programming (2 programs). It is appropriate for viewing in Grades 10 to 13.

The programs attempt to present practical applications of certain mathematical topics and to incorporate mathematical models and animation wherever possible. It is hoped that these programs will motivate the student to further investigate the topics in secondary school.

Since some of the programs include practical applications of topics, they could be of interest to students in the Science, Technology and Trades classes and the Business and Commerce course.

December

X1 THE NATIONAL ARTS CENTRE — A HOUSE TO BUILD A DREAM IN

Junior, Intermediate and Senior Divisions

1 program, 30 minutes

This 30-minute colour special will examine the bi-cultural national theatre which will be housed in the National Arts Centre at Ottawa.

The Centre, a series of hexagonal concrete buildings on public terraces at varying levels, is located near the Parliament Buildings on Confederation Square. The complex will contain a 2300-seat opera house-concert hall, a 900-seat thrust-cum-proscenium stage theatre, an experimental studio-theatre, a salon, restaurants, bookstores, boutiques, and an underground garage.

The program will show the facilities that will provide a setting for opera, ballet, drama, and musical concerts. The production facilities will be utilized in the preparation of productions by companies which will tour Canada under the auspices of the National Arts Centre Corporation, the Centre's governing body. Many of these companies will be sent out under the sponsorship of the Youth Program which will offer students the opportunity to see professional performances of major works at their schools.

It is hoped that the telecast will offer students in the Junior, Intermediate, and Senior Divisions an opportunity to see the theatres in use both during rehearsal and performances with some of Canada's finest artists. The broadcast should prove stimulating to secondary school students of Theatre Arts courses.

PD1 CREATIVE ENGLISH

3 programs, 20 minutes each

Children have a natural interest in the elements of poetry — rhythm, rhyme and the sound of words. Therefore, it is important that teachers encourage them to respond to experience in a poetic form.

This series observes three teachers of English who have established a classroom atmosphere in which poetry writing is a natural method of expression. They read, write and "talk" poetry. Children select their own topics for poetry writing, based on their personal experiences. Each teacher demonstrates an imaginative approach which encourages children to produce creative work of high quality. The aim of the series is to offer practical assistance to teachers of creative writing.

Repeat — 1968-69 series
February; weekly

PD2 LANGUAGE AND LEARNING

15 programs, 20 minutes each

One of the most important prerequisites for learning is language — the ability to listen, speak, read and write. The close relationship between language, learning and experience is the theme of these programs.

This series presents examples from the classroom work of several primary teachers who vary, to some extent, in method and philosophy. Some of these teachers have a highly structured language program; others seem to base their work on the immediate needs and interests of the children. Some teach a carefully planned sequence of word-attack skills; other teachers use phonics only when difficulty arises. A number of teachers base their reading programs on basal readers while a few will seldom use such readers.

For children, the most meaningful learning situations are based upon their own experiences. The teacher's main function is to help children organize and interpret experiences so that learning may take place.

Repeat — 1968-69 series
September — February; every two weeks

PD3 PATTERNS IN LANGUAGE

5 programs, 20 minutes each

This series investigates the relatively new science of linguistics. The host, Professor Michael Kay of York University, develops the theme of each program through conversation with a group of children. Then he leads a group of teachers in a discussion about the children's experiences.

These programs deal with different aspects of language. It is analyzed as a "sound system", as well as a written form. While language varies between different social classes and different communities, the universality and neutrality of language are emphasized.

Repeat — 1968-69 series
September — October; weekly

PD4 THE TEACHING OF FRENCH IN GRADES 7 AND 8

7 programs, 30 minutes each

This series, originally shown in 1967-68, interprets the philosophy and content of the French curriculum for teachers of elementary school French. It will also be of interest to secondary school teachers of French and to parents.

Some of the questions that the series investigates are:

How important is attitude development?

What are the linguistic skills involved in learning a second language?

What are the structures and how are they taught?

How can a unit of structural dialogue be developed?

How can reading and transcription be introduced?

The broadcasts describe classroom situations primarily at the Junior and Intermediate levels, but the basic approach is applicable to the teaching of French from kindergarten to Grade 13.

Repeat — 1967-68 series
November — December; weekly

PD5 THE TEACHING OF FRENCH IN GRADES 9 AND 10

5 programs, 30 minutes each

This series is a continuation of the series, "The Teaching of French in Grades 7 and 8", originally shown in the 1967-68 season. These programs are designed to illustrate teaching methods which are closely related to new developments in language teaching.

The first program acquaints the viewer with the total French program, from its beginning in the elementary school to Grade 13. Portions of the 1967-68 series will be shown for secondary school teachers, to illustrate the work of children in Grades 7 and 8. Program two deals with the importance of the oral core in teaching French. It emphasizes the importance of *using* French *before* generalizing about it: oral French precedes written French. The third program describes the development of reading skills and shows how to move into sight material. The role of phonetics and the phonetic alphabet is considered. Program four deals with written French. Children are shown working alone with controlled exercise material, listening to dictation and using controlled composition.

The final program reviews the various aspects of the French program and emphasizes the integration of skills.

Repeat — 1968-69 series
October — November; weekly

PD6 HISTORY — THE PROGRAM IN ACTION

3 programs, 20 minutes each

The teaching of history has evolved from a memorization contest of the past to an active learning experience for the student of today. In these programs, we see how teachers in different secondary schools effectively challenge and stimulate the teenager to delve into the past, so that he can relate it to his own experience. The series presents illustrations of interest-

ing and effective learning situations; for example, two multimedia and interdisciplinary experiments make use of a number of resources and cut across academic disciplines.

In these programs, we follow pupils who are discussing lectures and films, searching for answers to problems related to a theme, and seeking local history from elderly people and archives. We see how their role has changed from that of a listener to an active researcher under the teacher's skillful guidance. The series offers suggestions for planning, research, discussion and evaluation.

These programs should provide encouragement and new ideas for teachers who are looking for new ways to involve teenagers in the study of history. The techniques suggested could be applied to other subject areas as well.

Repeat — 1968-69 series, with revisions
September — October; weekly

PD7 THE LIBRARY IN ACTION

3 programs, 20 minutes each

These programs are designed to increase the teacher's awareness of library usage. The library, a focal point for many of the school's educational programs, must provide services appropriate to a student's needs throughout his school career.

This series explores the services and resources of the elementary, junior high school and secondary school libraries. The resources of the modern library include print materials (books, pamphlets, periodicals, newspapers) and non-print materials (filmstrips, films, videotapes, recordings, pictures, etc.). These are organized to produce a maximum flow of materials throughout the school. The librarian must work with the teachers and the school staff to support existing curricula and to stimulate useful changes in it.

The library can, if properly explored, promote the student's reading development and provide resource materials for in-depth study. The primary aim of this series is to show the library as an integral part of the learning program, not to display a perfectly equipped library.

Repeat — 1968-69 series
November; weekly

PD8 THE CLASSROOM IN ACTION

10 programs, 20 minutes each

This series examines a number of basic skills and practices found in good teaching-learning environments. Twelve classrooms were visited where experienced teachers use these elements as an integral part of their teaching. Skills in presenting information, questioning, motivating, reinforcing, evaluating, and using audio and visual aids are illustrated. The role of the teacher and the pupil is examined, with particular emphasis on classroom atmosphere and group activity. In addition to illustrating basic teaching skills and practices, these programs provide motivation for discussion.

Repeat — 1968-69 series
March — May; weekly

PD9 CHANGE AND CHALLENGE

8 programs, 30 minutes each

The interim revision of the program of studies for Grades 1 to 6 emphasizes the philosophy that each child is an individual, maturing at his own rate. Children are prepared for a world of continuous information and accelerating change by the teacher whose role has changed from that of a guardian of a body of knowledge to that of a tutor or a resource person.

In classrooms throughout the province, children are seen at work, planning their own activities. Teachers speak frankly about their apprehensions and about overcoming these as they gained experience in new ways of working with children. They explain how their pre-planning has changed: anecdotal records now play a more important role in evaluating each child's progress.

Repeat — 1967-68 series
April — May; weekly

PD10 PHILOSOPHY IN EDUCATION

3 programs, 20 minutes each

This series focuses on some of the fundamental issues in education and the answers offered by some of the great educators and philosophers, past and present — Plato, Aristotle, Pericles, Cominius, Rousseau, Montaigne, Dewey, Froebel, Whitehead, Fromm and McLuhan.

Each program is a complete unit, examining such problems as learning, motivation, curriculum, goals, corporal punishment, the activity program, discipline and the use of leisure time. The host, Dr. A.J. Cooper, introduces these questions; men portraying the philosophers give their answers to them. Children are shown in various environments, illustrating current practices in the teaching-learning process. This series is designed to stimulate questions rather than to provide answers.

Repeat — part of 1968-69 series
January; weekly

PD11 FRONTIERS

8 programs, 30 minutes each

The aim of this series is to keep teachers informed about the more recent investigations and research in the field of education. The programs will show that there will always be people experimenting in this field to provide new knowledge and skills. Some of these people may be involved in pure research, working with children or animals under carefully controlled laboratory conditions to test their hypotheses about learning; others may be involved in microscopic examinations of the skills involved in the teaching task. Some people may be testing theory in action-research projects, working with teachers and children in regular classroom situations; others may be testing new ideas related to organization for learning, as well as new teaching methods and materials.

This series, then, is intended as a journal of educational research. Part of the interest and value of the programs lies in their immediacy. By reporting current research and investigations, they can stimulate the teacher to further investigate these topics.

September — May

PD12 PHYSICAL EDUCATION

3 programs, 20 minutes each

These programs are parallel programs to the curricular series in physical education. The aim of the series is to help teachers to understand the physical education program in the Intermediate Division.

The first program will serve as an introduction to the combined series (five Curricular and three Professional Development). The second program will deal with the learning experience and construction of the physical education program. The final program will look at evaluation and teacher resources.

It is recommended that teachers view the Professional Development series in conjunction with the five Curricular programs (see "Physical Education", Intermediate Division) prepared for use with pupils in the classroom.

April – May

PD13 THE CLASSROOM OUTDOORS

3 programs, 20 minutes each

Educators emphasize the need to expand the curriculum beyond the confines of the classroom. This series, prepared for secondary school teachers, will show how three communities in the province utilize their local environments and resources to broaden the learning situation for their students.

Atikokan, Huntsville and Port Dover are the areas investigated. At Atikokan, the "Outers Program" is examined, with the emphasis on utilization of natural resources; in Huntsville, the focus is on utilization of local resource people. The Port Dover program will demonstrate the integrated approach of secondary and elementary teachers and students in the investigation of an old Indian site.

October

PD14 GUIDANCE

2 programs, 20 minutes each

This series is designed to give teachers a better understanding of the role of guidance in the secondary school program.

The first program explains the aims of guidance at the secondary school level. It identifies some of the problems resulting from modular timetabling and ungraded schools. The second program deals with a specific aspect of guidance: group guidance. This series may be expanded in future years to deal with other elements of the guidance program.

November

PD15 JUNIORS AT WORK

10 programs, 20 minutes each

These programs are designed to encourage teachers to experiment in classrooms at the Junior level. They examine the work of teachers who have broken away from the traditional patterns of teaching and learning situations. Since there can be no absolute standard of teaching, this series explores a variety of teaching methods. The programs will show some teachers who are experimenting with a single subject, helping students to find their own ways to solve problems and grasp concepts; others are attempting to develop an integrated program. In some cases, teachers will make use of an existing curriculum; other teachers may be developing a curriculum which is based on the interest of the children. Some teachers will be working in teams to plan learning experiences for the children. The programs will examine a small school with limited facilities, as well as large, urban schools where teachers have access to a wide variety of resources.

The series will present teachers in a variety of roles, using different methods and facing the challenge of change in a variety of ways. As much as possible, the voices of the teacher and the students will be used to tell us what is happening. Change, in relation to our methods in teaching, is not an abstraction. For each teacher, it poses opportunities and problems of a highly individual nature. Viewers will profit from listening to these teachers and observing what happens in their classrooms.

September – January

PD16 THE EARLY ADOLESCENT AT SCHOOL

10 programs, 20 minutes each

These programs are designed mainly for teachers at the Intermediate level. However, the content of these programs will also be of interest to teachers at all levels.

This series presents an in-depth study of the early adolescent. The programs will deal with many aspects of the school program: curriculum, individualized instruction, learning activities, classroom atmosphere, cognitive processes, motivation, the importance of social activity, and flexible timetabling. Each aspect of the school program will be analyzed in relation to our knowledge of the early adolescent.

The programs will illustrate the classroom practices of competent, experienced teachers and will present a variety of learning activities. Psychologists have identified early adolescence (11 to 14 years of age) as a transitional period in which the student begins to change from the childhood to the adult stage. This series proposes that a profound and compassionate understanding of the student be the basis for what we do in school.

January – April

PD17 EXAMINING THE CHANGE PROCESS

5 programs, 20 minutes each

The ability to incorporate change in our ways of thinking and working is an essential quality for effective performance in any facet of society. People vary tremendously in their capacity to incorporate change. Leadership in helping people to become more adept in this area is evident in many places and in many different ways.

This series will attempt to illustrate how people in different roles work in various ways to help each other to become more effective in the total task of education.

April – May; weekly

PD18 A LOOK AT LEARNING

8 programs, 30 minutes each

An alternative or substitute title for this series might be, "Theories of Learning". The series explores the theory, the research, and the philosophy that underlie a great deal of the current pressure for change in our schools. The purpose of the series is to explore the vast area of learning theory. It is expected that the programs will include interviews with experts in the field, some panel discussions, glimpses of the kind of pure research that tests learning hypotheses, and visits to experimental schools and classrooms. Hopefully, it will also provide viewers with stimulus to consider research as an essential part of teacher education.

A professional teacher requires more than training in techniques or methods to gain understanding and competence in his profession. It is not enough to help him learn to use the "discovery method" effectively. He must have an opportunity to examine evidence that supports the efficacy of this method, as well as the evidence which may raise questions about its value. Teacher education incorporates, but also goes beyond, teacher training. Through a thoughtful examination of these alternatives, a teacher may develop his own philosophy of education.

January – May

CREATIVE TALENT

10 programs, 20 minutes each

This series is designed for students at the elementary and secondary school levels. It directly involves students in the television medium, since all of the programs will be developed from student films or video tapes already produced or planned throughout the province. One program from each of the ten Regions of the Ontario Department of Education will be selected by regional student viewing committees. Through student involvement and participation, the series attempts to promote television as a creative art and a means of communication in the classroom. It is likely that this will be a continuing series each year.

September – May; monthly

PARALLEL PROGRAMMING

A small number of Professional Development programs will be produced to accompany some of the in-school series. These programs will offer suggestions for teachers about the use of the in-school programs. They will also indicate learning activities appropriate to the topics of these programs.

Detailed information about these Professional Development programs will be provided in the individual Teachers' Guides designed for each in-school series.

PRIMAIRE ET PRÉ-PRIMAIRE

F1 LE MONDE DES PETITS

40 émissions de 10 minutes chacune

Jardin d'enfants

Deux cosmonautes, Boule et Courant d'air, atterrissent dans le "Monde des petits".

Dès leurs premiers pas hors de leur vaisseau spatial, ils découvrent la présence de tous les enfants qui sont à l'écoute. Ils ne tardent pas non plus à remarquer une jolie fleur qui, à leur approche, ouvre ses pétales et se met à leur parler. Elle s'appelle Fleurette et, oui, elle veut bien aider les deux visiteurs à explorer le Monde des petits . . .

Ainsi commence cette série de quarante émissions dont le but est d'aider la jardinière à faire prendre à l'enfant conscience de son être, à lui faire remarquer ce qu'il a déjà vu, à lui faire écouter ce qu'il a déjà entendu, bref, à le sensibiliser au monde qu'il connaît déjà.

La série est réalisée et présentée selon une nouvelle formule. Nouvelle formule parce que les émissions seront de dix minutes seulement. La jardinière pourra donc les intégrer plus facilement aux activités de la journée car elles n'auront pas épuisé l'intérêt et la concentration des élèves.

septembre — juin; hebdomadaire

F2 BEAUX-ARTS ET MUSIQUE

Sections primaire et junior

6 émissions de 30 minutes chacune

Nous avons prévu une série de six émissions traitant de musique et de dessin. Elles s'adressent aux élèves de la maternelle à la 3e année sauf la 6e émission qui s'adresse aux élèves de la 6e et la 7e année.

Nous présenterons quelques notions fondamentales et simples pour les petits. L'emphase sera placée sur le rythme et nous expliciterons la phrase rythmique, la barre de mesure, la mesure, la mesure à deux temps, le silence ou soupir, la valeur d'une noire et d'une croche. Nous présenterons également la tierce mineure sol-mi.

En dessin il s'agit de l'expression personnelle montrant que les sentiments peuvent se manifester par des lignes et des couleurs.

Les petits et les moins petits auront l'occasion de faire la connaissance des instruments de musique à cordes, à vent, des bois et des instruments de percussion ainsi que des effets qu'on peut en tirer.

Toutes ces émissions bien que complètes en elles-mêmes ont le souci de faire l'intégration des beaux-arts et de la musique.

reprise de l'année 1968-69
septembre — octobre; hebdomadaire

F3 MATHÉMATIQUES ÉLÉMENTAIRES

Sections primaire et junior

10 émissions de 30 minutes chacune

Cette série, une reprise de l'année passée, a pour but de familiariser l'élève avec l'univers des nombres et des figures et de faciliter sa compréhension des techniques de base. Conçues dans l'optique des nouvelles mathématiques, ces émissions mettent en relief les concepts et les procédés d'arithmétique, ainsi que les notions fondamentales de géometrie, dans un contexte de situations, à la fois vivantes et fantaisistes.

C'est à "La Boite à Biniou", que l'élève pourra suivre les nombreuses aventures de Mirabelle, avec son ami Biniou, le marchand de jouets, qui ne manquera pas à l'occasion d'y apporter toute sa science et son ingéniosité. Aucune préparation éloignée n'est requise, chaque émission constituant un tout, quant à la motivation, la préparation, et la présentation. Nombre de suggestions, se rapportant à l'application pratique, pourront être relevées par les enseignants au cours de chaque émission.

reprise de l'année 1968-69
septembre — octobre; hebdomadaire
janvier — février; hebdomadaire

JUNIOR

F4 PARLER ET VIVRE

1 à 4 — Section primaire
5 à 8 — Section junior

8 émissions de 30 minutes chacune

Ces émissions se proposent de faire connaître à leur auditoire, par souci culturel, les personnages classiques de la Commedia dell'arte: Pierrot et Colombine, Polichinelle et Isabelle, Scapin (Brighella), Scaramouche (Capitan), Pasquarel, Mezzetin, Arlequin, Trivelin, et Sganarelle. Ces personnages, que l'enfant rencontre à tout âge, dans toutes ses lectures, se retrouveront, fidèles à leur caractère propre, à chacune des émissions, dans des situations différentes.

Les émissions montreront le français vivant dans son expression. Elles étudieront l'art dramatique, la poésie, la narration, le conte, le vocabulaire et le débat comme moyens d'expression. Elles feront connaître l'utilité, la flexibilité, la valeur et l'efficacité de ces moyens d'expression.

Les situations ont été inventées en fonction des exigences pédagogiques mais les concepts que doit acquérir l'enfant, seront présentés et illustrés incidemment dans le dialogue.

Les buts particuliers, les méthodes et les concepts pédagogiques seront détaillés dans le guide du maître.

reprise de l'année 1968-69
septembre — octobre; hebdomadaire
janvier — février; hebdomadaire

F5 LES SCIENCES — ENQUÊTES SCIENTIFIQUES

Sections primaire, junior et intermédiaire

6 émissions de 30 minutes chacune

Ces émissions sont destinées aux élèves de l'école élémentaire Le guide du maître précise la nature et le but de chaque émission.

Toutes ces émissions utilisent les techniques de l'école active et de l'enquête personnelle. La 1ère et la 3e émission de la série s'adressent aux élèves du *cours primaire*. Les petits partiront d'abord à l'exploration de l'étang où ils pourront observer les traits caractéristiques de quatre animaux aquatiques: la

grenouille, la tortue, le raton-laveur et le canard; ensuite, au cours de la 6e émission, ils accompagneront un jeune garçon qui visite une ferme.

Pour les élèves du *cours junior* il y a 4 émissions d'intérêt particulier. Au cours de la 3e émission, consacrée à la microscopie, les élèves verront un jeune garçon s'initier à la recherche au moyen du microscope. Ils apprendront aussi à découvrir, à travers certaines expériences avec une bougie (2e émission) et des plantes (4e émission), quelques lois de la nature qui régissent le monde qui nous entoure.

La 5e émission, "Dans le ciel", s'adresse aux élèves du *cours intermédiaire.* Cette émission traite de la dimension du système solaire ainsi que des caractéristiques des astres que l'on y retrouve. Les élèves de 4e année pourront aussi tirer profit de cette émission.

reprise de l'année 1968-69
septembre — octobre; hebdomadaire
mars — avril; hebdomadaire

INTERMÉDIAIRE

F6 LA LANGUE ET LA VIE — 1967-68

1 à 3 — Section intermédiaire
4 à 6 — Section supérieure

6 émissions de 30 minutes chacune

Le français parlé, lu et écrit est une réalité vivante dans le monde. L'étudiant franco-ontarien, membre de cette vaste francophonie, doit découvrir cette réalité qui élargira l'influence qu'exerce sur lui sa langue maternelle.

Sa langue et sa vie sont intimement liées. Il doit apprendre à vivre non pas dans l'isolement d'un milieu circonscrit mais à la largeur d'espaces universaux. Comme le membre d'une famille ne s'en dissocie pas parce que les circonstances l'éloignent du foyer familial, ainsi il peut conserver son allégeance à la grande famille des "parlant français" et des "vivant en français". Cette série d'émissions veut aider l'étudiant à faire cette constatation importante.

L'étudiant doit également comprendre que la langue est vivante, qu'elle évolue, qu'elle rit, qu'elle chante et qu'elle pleure avec les humains dans lesquels elle vit. La langue est un esprit, un coeur, une âme, un humain.

La langue est l'expression de la pensée et de l'intimité de l'humain. Elle commande le respect et un attachement profond. Faut-il que l'étudiant développe un culte pour sa langue qui partage sa vie.

reprise de l'année 1967-68
septembre — octobre; hebdomadaire

F7 LA LANGUE ET LA VIE — 1968-69

Section supérieure

8 émissions de 30 minutes chacune

Les quatre premières émissions consacrées à Menaud, maître-draveur de Félix-Antoine Savard, seront considérées comme une entité dont la concrétisation se fera en quatre étapes continues puis successives. L'étudiant verra se réaliser une oeuvre littéraire. Il la verra naître et se cristalliser dans l'esprit de l'écrivain.

Il verra comment le message puis la parole communiqués dans le roman, ont été, au premier chef, une appréhension de la réalité, suivie d'une impulsion intérieure qui pousse à l'acte d'écrire. À ces deux étapes primaires succèdent une ébauche d'oeuvre et de forme, puis enfin le romancier établit fermement le fond anecdotique de son roman ainsi que le langage qu'il utilisera. Le roman de Savard sera donc *recréé* devant le regard *actif* de l'étudiant.

Faisant suite à ces émissions les quatre dernières traiteront des métamorphoses d'une oeuvre littéraire et des ramifications de la langue dans les formes de l'art qui se prêtent à l'exploitation des ressources de la langue, soit le théâtre, la poésie, l'art dramatique et le septième art ou le cinéma. On fera également l'étude de l'interdépendance des autres formes de l'art telles que la peinture, la musique et la comédie chantée.

On voudra bien consulter le guide du maître pour connaître les buts précis de chaque émission.

reprise de l'année 1968-69
octobre — novembre; hebdomadaire

F8 SCIENCES SOCIALES — LES GRANDES INDUSTRIES

Sections intermédiaire et supérieure

6 émissions de 20 minutes chacune

Concrétiser les études géographiques, faire constater que nous vivons dans une société d'industrialisation complète qui *devrait* éventuellement libérer l'homme créateur et présenter un segment de l'éventail des professions et métiers de l'industrie, voilà les quelques buts de cette série.

L'oeil de la caméra, instrument optique de grande précision, analyse l'ubiquité du verre. Nous constatons ainsi que nos vies sont continuellement transformées par l'industrie.

On ne peut pas se permettre de fermer les yeux devant les conséquences de l'automatisation. Les procédés de manufacture du papier en font état.

Les matières premières ne sont pas inépuisables; c'est le premier corollaire d'une étude des procédés d'extraction du nickel.

La recherche est l'oxygène de l'industrie, et c'est l'industrie pétrolière qui offre des exemples merveilleux de l'ingéniosité de l'esprit toujours chercheur de l'homme.

Elliot Lake n'est pas un phénomène unique. Une étude socio-économique de ce centre fait surgir le problème de la dépendance de l'individu sur l'industrie.

Le transport, industrie tertiaire, permet de voir la complexité de cette mosaïque industrielle. L'interdépendance des industries fait réfléchir à deux problèmes sérieux: la conservation et la pollution.

janvier — février, hebdomadaire
mars — avril; hebdomadaire

F9 GÉOGRAPHIE — LE VISAGE DU CANADA

Section intermédiaire

12 émissions de 20 minutes chacune

La géographie est une science qui englobe presque tous les aspects de l'activité humaine, passée, actuelle, à venir. Autant

son domaine est vaste, autant sa présentation est complexe. Lecture, voyage, conversation: chacune de ces opérations nous révèle un autre visage de notre monde. L'enseignement de la géographie, plus que tout autre matière, doit donc faire appel à tous les véhicules de présentation disponibles: cartes, visites, diapositives, films, télévision, etc. . .

On aurait beau parler de l'immensité des Plaines de l'Ouest, on aurait beau vanter la profondeur des forêts canadiennes, on aurait beau nommer, compiler et classifier nos lacs, on ne pourrait jamais de cette façon présenter le vrai visage du Canada.

La série d'émissions "Le Visage du Canada" veut justement venir à la rescousse de la langue. Les innombrables images tant aériennes que prises du sol, établiront, dans l'esprit des élèves, la véritable dimension de ce qu'il étudient en classe. Ces émissions seront centrées autour d'un concept que l'on développera au moyen d'exemples concrets tirés de la géographie du Canada. Voici la liste des idées-maîtresses:

1. la présentation et le relief
2. le climat et la végétation
3. l'eau
4. les forêts
5. l'agriculture et les sols
6. le sous-sol
7. les pêcheries
8. le transport et la communication
9. la population
10. villes et villages
11. l'avenir du Nord canadien
12. le commerce.

février — mars; hebdomadaire

F10 LE THÉÂTRE FRANÇAIS—FEU SUR LES PLANCHES

Sections intermédiaire et supérieure

10 émissions de 20 minutes chacune

Cette série d'émissions qui est destinée aux élèves de quatorze à dix-huit ans du cours secondaire s'est fixé les quelques objectifs précis suivants:

- présenter des genres peu connus du théâtre français
- développer le sens de l'esthétique et de la critique du théâtre
- faire goûter et apprécier ce genre d'expression culturelle
- promouvoir l'intégration du théâtre dans l'enseignement
- fournir quelques notions indispensables pour une exploitation heureuse.

Les deux premières émissions de cette série traiteront de la pantomime et du langage universel du mime. On y verra que la pantomime est un genre de communication qui vient de l'intérieur et qui s'extériorise dans le rythme du corps. C'est le langage du corps.

Deux émissions seront consacrées au grand monde de la marionnette. D'où vient ce genre de théâtre et comment a-t-il survécu? L'on verra évoluer à l'écran les nombreux genres de marionnettes et les grandes marionnettes de l'histoire.

Suivront deux émissions sur les joies de dire et de chanter. Des vedettes canadiennes de réputation du calibre de Georges Dor, Monique Brunet, Michelle Rossignol et Robert Gadouas diront et chanteront leurs poésies dans le seul but de faire savourer les joies profondes de créer et de partager.

Enfin, les quatre dernières émissions de cette série illustreront les éléments fondamentaux de l'art dramatique. Des étudiants s'initieront sous vos yeux à l'art dramatique avec un maître qui mettra en évidence des concepts et des techniques dynamiques. Les étudiants auront profit à les mettre à l'épreuve.

Cette série d'émissions éducatives peut facilement s'intégrer dans vos cours de français.

octobre — décembre; hebdomadaire
mars — avril; hebdomadaire

SUPÉRIEURE

F11 L'UNIVERS MOLÉCULAIRE

Section supérieure

6 émissions de 30 minutes chacune

Cette série de six émissions entraînera l'étudiant dans l'univers fascinant des molécules. La théorie cinétique des molécules en est le thème. La molécule, cette matière minuscule existe réellement et nous tenterons d'expliquer comment nous avons appris à en connaître l'existence. On fera l'étude des particularités suivantes: l'espace infranchissable entres les molécules espacées, les formes de l'énergie moléculaire, les forces intermoléculaires et leurs effets, l'eau, la molécule mystérieuse et finalement l'activité moléculaire.

Ces émissions ont pour but de stimuler l'intérêt des étudiants dans les sciences expérimentales, de présenter certaines notions scientifiques précises, sans toutefois épuiser le sujet, de suggérer des expériences que l'étudiant pourra entreprendre lui-même, de traiter de concepts essentiels et d'expliquer certains phénomènes parfois mal compris.

Ces émissions seront à dessein sans conclusion pour permettre à l'enseignant et à l'étudiant de poursuivre l'étude de la matière traitée. Elles seront intégrales quoique tissées dans une série d'émissions faisant corps.

Le guide du maître précisera la matière, la nature et le but de chaque émission.

reprise de l'année 1968-69
septembre — octobre; hebdomadaire

F12 LITTÉRATURE — L'ÉCRIVAIN DU COIN DE L'OEIL

Sections intermédiaire et supérieure

6 émissions de 20 minutes chacune

Notre monde est fasciné par la technique. On juge souvent la littérature comme peu intéressante et sans mouvement. Dans cette série nous invitons les téléspectateurs à regarder les auteurs et leurs oeuvres avec un oeil de technicien.

Prenons un exemple: le mécanicien qui démonte un moteur pour voir comment ça fonctionne. Soyons mécaniciens de la littérature.

Mais que faire parmi les mots et les pages d'un livre? Le mécanicien nous glisse une suggestion: "rien de plus passionnant dans un moteur d'automobile que ses explosions en série". Voilà qui tombe à propos. On a l'équivalent en littérature: la *répétition* sous toutes ses formes. Nous en faisons l'objet de nos six émissions.

Si la *poésie* reste incompréhensible pour plusieurs, c'est qu'on ne leur a pas montré comment elle est faite de la répétition des mêmes mots, des mêmes sons, des mêmes rythmes, comme le sont la danse, la musique et nos chansons populaires.

L'art d'écrire et de parler est peut-être l'art de savoir dire une infinité de choses différentes avec bien peu de mots, en somme, mais habilement répétés. Est-il vrai que tous les *romans,* du moins dans chaque catégorie (policiers, sentimentaux, etc.), ne font que répéter les mêmes choses? et cela finit-il par ennuyer les lecteurs?

Un des grands plaisirs de la littérature est attribuable à la *méthode;* sans elle, d'ailleurs, y aurait-il écrivain ou lecteur? Or, qu'est-ce donc que la mémoire sinon un prestidigieux moteur à explosions . . .

Le monde du *théâtre* garde pour tous un mystérieux attrait. On tentera de l'expliquer comme un jeu de miroirs où tout n'est que répétition.

La *critique littéraire* s'appuie sur ce principe entre autres: que l'ensemble d'une oeuvre écrite porte la marque de son auteur. C'est dire que certains traits de sa personnalité, de son vocabulaire, de son imagination, se répètent sans cesse de l'un à l'autre de ses livres.

Ce sont là six expériences littéraires qui devraient intéresser autant les techniciens que ceux qui aiment lire et écrire.

janvier — février, hebdomadaire
mars — avril; hebdomadaire

MAÎTRES

F13 LE PERFECTIONNEMENT PROFESSIONNEL — 1968

6 émissions de 30 minutes chacune

Cette série d'émissions s'adresse aux enseignants de l'école élémentaire d'une façon toute particulière. Elle se propose d'amorcer une étude professionnelle de quelques matières au programme et de quelques techniques courantes en pédagogie. Les émissions porteront tour à tour sur l'orientation à l'école primaire, sur l'importance de *parler* une langue qui est physiologiquement vivante, sur la "culture" physique, sur les diverses familles de cours et de la souplesse qui doit exister au sein de ces familles et sur le rôle nouveau du livre. Enfin, l'orientation professionnelle pédagogique, à l'heure où les études s'imposent, fera l'objet d'une dernière émission.

reprise de l'année 1968-69
septembre — octobre; hebdomadaire

F14 LE PERFECTIONNEMENT PROFESSIONNEL 1969 — L'ÉCOLE ACTIVE

8 émissions de 20 minutes chacune

Cette série veut souligner l'importance d'un enseignement centré sur l'enfant d'aujourd'hui et de demain, présenter un éventail de situations de classe qui visent au plein épanouissement de la personnalité de l'enfant et montrer l'importance d'une planification précise.

Les émissions présenteront des modèles (situations prises en classe sur le vif) fouillés de suggestions et étudieront les problèmes suivants:

1. Qu'est-ce que "l'école active"?
   Que veulent dire les termes "décloisonnement", école "active", "fonctionnelle", "décloisonnée", "existentielle"?
   Une pédagogie personnelle peut-elle "remplacer" les méthodes qui assurent les savoir-faire?
2. L'enfant de 1970.
3. L'expérience d'apprendre.
4. Problèmes et expériences encourageantes de certains maîtres.
   Quelle doit être l'attitude du maître?
   Qui doit décider de commencer? Comment s'y prendre?
5. Planification et organisation de la salle de classe et de l'école.
6. Comment les activités de la classe et de chaque élève sont conçues, présentées et réalisées par les élèves et les maîtres.
   Ressources et aides: rôle de la bibliothèque.
7. La discipline et le concept d'autorité: responsabilités du maître et de l'élève.
   Qu'est-ce que la concentration?
   Qu'est-ce que l'ordre?
8. Évaluation et auto-évaluation par les élèves et le maître, individuellement ou par équipe.
   Quoi envoyer aux parents, aux directeurs?
   L'importance des tâtonnements et du temps.
   Être libre de se tromper.

octobre — décembre; hebdomadaire

ADULTES

F15 PROSPECTIVES D'ÉDUCATION

5 émissions de 30 minutes chacune

Ces émissions ont été conçues à l'adresse des parents, des conseillers scolaires, des enseignants, des élèves et de toute la population des franco-ontariens. Elles seront donc d'intérêt général et elles traiteront de matières sur lesquelles tous les gens doivent se pencher. Elles seront plutôt informatives.

Elles traiteront de l'institution en Ontario des écoles secondaires pour les personnes de langue française. Une question d'intérêt vital dans le domaine de l'éducation.

Une deuxième émission jettera un regard perplexe sur la société moderne et sur la génération des étudiants d'aujourd'hui dans le but de comprendre l'évolution qui préside aux nombreux changements communautaires. L'école du foyer fera l'objet d'une étude précise.

La télévision s'est installée dans plus de 95 pour cent des foyers canadiens. En Ontario, la télévision éducative vient de s'inscrire à l'école. Quelle est sa philosophie? Que vient elle faire à l'école?

La grande unité administrative scolaire présente un défi nouveau en structuration administrative à la largeur du comté. Elle changera l'éducation traditionnelle. Nous voulons donner à ces émissions toute la publicité que commande le devoir pour tous de se documenter et de dialoguer, conscients que l'éducation demeure une préoccupation importante pour tous.

reprise de l'année 1968-69
octobre — janvier; hebdomadaire

CROSS-INDEX

SERIES NO.	SERIES TITLE	OTHER DIVISIONS APPLICABLE	OTHER SUBJECT AREAS APPLICABLE
	PRIMARY DIVISION		
P1	Language Adventures — Adventures For Learning		Music Science Social Studies
P2	Language Adventures — Me and My World		Creative Movement Science Social Studies
P3	Reading Opportunities	Junior	Science Social Studies
P4	Creative Arts — Let's Act It Out		Music Art
P5	Child Life In Other Lands	Junior	
P7	Health — All About You		Science
P8	Science Experiences		Art Math English
	JUNIOR DIVISION		
J1	Claudette et Toto	Primary	
J3	World Out There	Intermediate	Sociology Geography Humanities Psychology Economics History
J5	Mathematics Around Us		Art Social Studies Science
J6	Mathematical Relationships	Intermediate	Science Social Studies
J8	Science, the Motivator	Intermediate	Math Social Studies
J8	Relationships in Nature		Geography (Ontario)
J8	Junior Museum	Intermediate	

SERIES NO.	SERIES TITLE	OTHER DIVISIONS APPLICABLE	OTHER SUBJECT AREAS APPLICABLE
	INTERMEDIATE DIVISION		
I 1	Music In Your Life	Junior	
I 2	Arts Now: The Creative Environment		Architecture Sociology Screen Education Urban Studies
I 3	Creative Writing	Junior	
I 6	Physical Education		Professional Development series on Physical Education
I 7	Aspects of British History	Senior	Music Architecture Politics
I 8	Pioneer Ontario	Junior	History Geography
I 9	Sainte-Marie Among The Hurons	Junior	
I 10	Civics		History
I 13	Geography — Description and Prescription	Senior	
I 14a I 14b	Occupations — Parts 1 & 2		Opportunity Classes (Intermediate)
I 15	Guidance — Insights of Psychology	Senior	Group Guidance Health Education
I 16	Data Processing	Senior	
I 17	Environmental Science		General Science Geography
I 18	Intermediate Mathematics		Business and Commerce Science
I 19a I 19b	Adventures in Mathematics — Parts 1 & 2	Junior, Senior	
I 20	Settings In Geometry		Science Art

SERIES NO.	SERIES TITLE	OTHER DIVISIONS APPLICABLE	OTHER SUBJECT AREAS APPLICABLE
	SENIOR DIVISION		
S1	Classics – Latin Authors and Roman Life	Intermediate	
S5	The World of Pieter Bruegel		History Art Screen Education English
S6	Impressions of the Soviet Union	Intermediate	Geography History
S7	The Thirties – Age of the Great Depression	Intermediate	Art History English
S8a S8b	Guidance – Careers In View, Parts 1 & 2	Intermediate	Business and Commerce Science, Technology and Trades
S9	Sociology – The Family Structure: Responses to Pressure		Health Education Home Economics
S11	Geography – Urban Studies		Sociology Man In Society Course
S12	Geography – Landforms of Ontario	Intermediate	
S17	Business As A System	Intermediate	
S18a S18b	Science, Technology and Trades, Parts 1 & 2	Intermediate	
S22	Mathematical Concepts	Intermediate	Science, Technology and Trades Business and Commerce
	PROFESSIONAL DEVELOPMENT		
PD4	Teaching of French in Grades 7 & 8		Elementary and Secondary School French
PD5	Teaching of French in Grades 9 and 10		Elementary and Secondary School French
PD13	Physical Education		"Physical Education" Curricular Series, Intermediate Division

ÉMISSIONS EN FRANÇAIS
SERIES IN THE FRENCH LANGUAGE

Identité de la série	Titre de la série	Renvoi à d'autres famille de cours
	PRIMAIRE ET PRÉ-PRIMAIRE	
F2	Beaux-arts et musique	junior
F3	Mathématiques élémentaires	junior
	JUNIOR	
F4	Parler et vivre	primaire
F5	Enquêtes scientifiques	primaire et intermédiaire
	INTERMÉDIAIRE	
F6	La Langue et la vie — 1967-68	supérieure
F7	La Langue et la vie — 1968-69	supérieure
F8	Sciences sociales — Les Grandes industries	supérieure
F10	Le Théâtre Français — Feu sur les planches	supérieure
	SUPÉRIEURE	
F12	Littérature — L'Écrivain du coin de l'oeil	intermédiaire